



Appleton Academy Child Protection Policy



| Approved By | Approval Date | Next Review Date |
|--------------|---------------|------------------|
| Appleton LGB | November 2017 | Autumn Term 2018 |
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1. Introduction

1.1. Appleton Academy is committed to safeguarding and protecting all of our children and young people. Safeguarding and promoting the welfare of children is defined by the DfE in 'Keeping Children Safe in Education (2016)' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

(Children includes everyone under the age of 18.)

1.2. Appleton Academy firmly believes that everyone who comes into contact with children and their families has a role to play in safeguarding children. Academy/school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

1.3. In meeting our safeguarding and child protection duties Appleton Academy fully endorse the Bradford Local Safeguarding Children's Board (BLSCB) procedures for safeguarding children. The procedures of Appleton Academy will meet the requirements of the BLSCB and Appleton Academy staff, governors and Director's will work with all local agencies as described in statutory guidance 'Working Together to Safeguard Children (March 2015)' in the interest of Bradford's children.

1.4. This Child Protection Policy forms one part of Appleton Academy's safeguarding responsibilities and should be read in conjunction with the Staff Code of Conduct, Recruitment Policy, Behaviour Policy, Attendance Policy and other relevant policies as defined by Appleton Academy.

2. Legal framework

This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Children's Act 1989.
- Education Act 2002.
- Education (Health Standards) (England) Regulations 2003.
- Children's Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007.
- School Staffing (England) Regulations 2009.
- Education (Independent School Standards) (England) Regulations 2010.
- Equality Act 2010.
- Education (Non-Maintained Special Schools) (England) Regulations 2011.
- Protection of Freedoms Act 2012.
- Working Together to Safeguard Children (March 2015).
- Keeping Children Safe in Education (2016).

3. Types of abuse and neglect

3.1. All Appleton Academy staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

3.2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

- 3.3. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 3.4. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 3.5. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 3.6. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Sources of further information are listed in Annex C)

4. Specific safeguarding issues

- 4.1. Child sexual exploitation (CSE) involves is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 4.2. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 4.3. Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines listed in Annex A. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **If a teacher, in the course of their work in the profession,**

discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

- 4.4. If staff members are unsure they should always speak to children's social care.
- 4.5. A child going missing from an education setting is a potential indicator of abuse or neglect. Appleton Academy staff members should follow their procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this guidance about children who run away or go missing from home or care.

5. Roles and responsibilities

5.1. The governing body has a duty to:

- 5.1.1. Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- 5.1.2. Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- 5.1.3. Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children (March 2015)*'.
- 5.1.4. Ensure that the academy's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- 5.1.5. Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- 5.1.6. Ensure that a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or other governor.
- 5.1.7. Ensure that there is an effective Child Protection Policy in place that is communicated to all staff and is available on the academy/school web site, together with a Staff Behaviour Policy/Code of Conduct.
- 5.1.8. Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead (Clare Barber) as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- 5.1.9. Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- 5.1.10. Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- 5.1.11. Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 5.1.12. Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- 5.1.13. Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- 5.1.14. Ensure that there are procedures in place to handle allegations against other children.
- 5.1.15. Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
- 5.1.16. Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- 5.1.17. Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- 5.1.18. Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

5.2. The Principal has a duty to:

- 5.2.1. Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 5.2.2. Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

5.3. The designated safeguarding lead has a duty to:

- 5.3.1. Refer all cases of suspected abuse to the local authority children's social care, the local authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- 5.3.2. Liaise with the Principal to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- 5.3.3. Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 5.3.4. Understand the assessment process for providing early help and intervention.
- 5.3.5. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- 5.3.6. Ensure each member of staff has access to and understands the academy's Child Protection Policy and procedures, especially new and part-time staff members.
- 5.3.7. Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- 5.3.8. Be able to keep detailed, accurate and secure records of concerns and referrals.
- 5.3.9. Obtain access to resources and attend any relevant or refresher training courses.
- 5.3.10. Encourage among all staff members, a culture of listening to children and taking account of their wishes and feelings; in any measures the school may put in place to protect them.
- 5.3.11. Ensure the academy's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.
- 5.3.12. Ensure the academy's Child Protection Policy is available publicly and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- 5.3.13. Link with the Bradford LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- 5.3.14. Ensure that the pupil's child protection file is copied when transferring to a new school.

5.4. All staff members have a duty to:

- 5.4.1. Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 5.4.2. Provide a safe environment in which children can learn.
- 5.4.3. Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- 5.4.4. Take appropriate action, working with other services as required.
- 5.4.5. Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- 5.4.6. Read and then sign a register to indicate that they have read Part 1 of:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

6. What staff should do if they have concerns about a child?

- 6.1. If staff members have concerns about a child they should raise these with the Academy's Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Safeguarding Lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

- 6.2. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.
- 6.3. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

(Annex B(i) provides the DfE Flow Chart for reporting abuse. Annex B(ii) provides the Bradford Local Safeguarding Children's Board (BLSCB) "Child Protection Procedures Flow Chart")

7. Inter-agency working

- 7.1. Appleton Academy requires that all Governing bodies and staff should ensure that the academy/school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (March 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All Appleton Academy will fully co-operate with Bradford Children's Social Care Services and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- 7.2. Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require an academy/school to supply information in order to perform its functions; this must be complied with.
- 7.3. Governing bodies should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or member of a governing body. In the event of allegations of abuse being made against the Principal or Chair of Governors allegations should be reported to Appleton Academy and directly to the local authority.

8. The child's wishes

- 8.1. Governing bodies and academy/school leaders should ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. However, Appleton Academy staff members must not promise confidentiality to the child and must always act in the interests of the child.

9. Looked after children

- 9.1. Appleton Academy ensures that all academy/school Governing bodies appoint a member of staff of the academy/school to the role of Designated Teacher for Looked after Children and that this is explicit in the role-holder's job description (see Annex D which describes the broad areas of responsibility).
- 9.2. The Designated Teacher for Looked after Children must:
 - 9.2.1. Ensure appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order)
 - 9.2.2. Keep an up to date record of contact arrangements with birth parents or those with parental responsibility.

- 9.2.3 Maintain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- 9.2.4. Keep the Designated Safeguarding Lead details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

10. Policy Review

The Local Governing Body will review this policy annually and assess its implementation and effectiveness.

Essential Contacts

Lead Person for Safeguarding: Clare Barber

Principal of Academy: Helen Jones

Contact: Craig Armitage

Tel: 01274 600550

Annex A

Further information on types of abuse

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

Keeping Children Safe in Education (2016) -

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Child Abuse Concerns for Practitioners -

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Child Sexual Exploitation (CSE)- <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Bullying including cyberbullying - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Domestic violence - <https://www.gov.uk/domestic-violence-and-abuse>

Drugs - <https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated or induced illness - <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith abuse - <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female Genital Mutilation (GGM) - <https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

Forced marriage - <https://www.gov.uk/forced-marriage>

Gangs and youth violence -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

Violence against women and girls (VAWG) - <https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

Radicalisation - <https://www.gov.uk/government/publications/channel-guidance>

Sexting - <http://ceop.police.uk/>

Teenage relationship abuse – <https://www.gov.uk/government/collections/this-is-abuse-campaign>

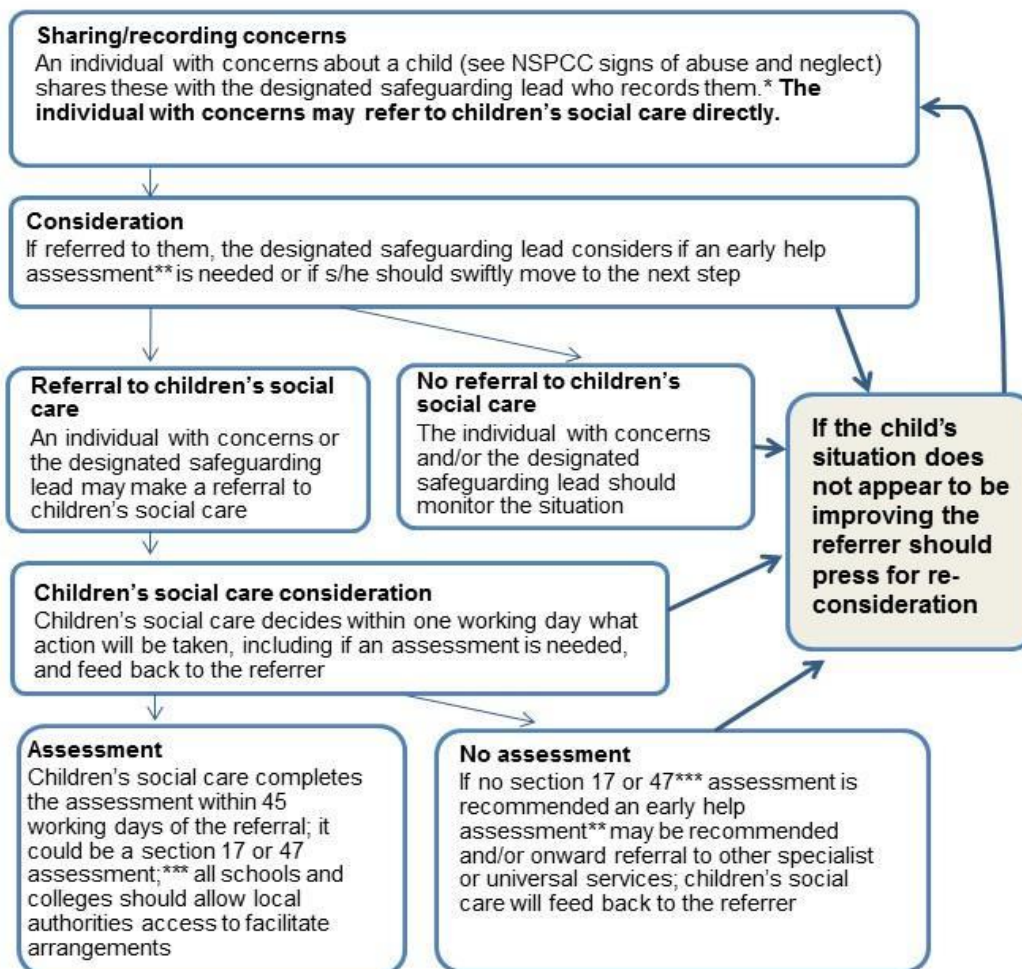
Trafficking - <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Annex B (i)
DfE Guidance Flow Chart

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Annex B (ii)

Procedures taken from BMDC CP Guidance .. please refer to BMDC Safeguarding website if required.
<http://www.bradford-scb.org.uk/>



Child Protection Procedures Flow Chart September 2017

On discovery or suspicion of child abuse.....If in doubt – ACT

Inform your Named Person for Child Protection

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Who should then take following steps

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel No 01274 437500**
Out of hrs Emergency Duty Team **Tel No 01274 431010**
Named Persons may also seek advice from the Education Social Work Service
Tel 01274 439651

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's curriculum file.

Ensure immediate completion and dispatch of the Common Child Protection Referral form.

This form can be accessed [here](#)

Retain a copy in school. Send copies to:

- Children's Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 437500
Emergency Duty Team: 01274 431010
Education Social Work Service: 01274 439651
Police: Javelin House, Child Protection Unit: 01274 376061