

<b>Safeguarding and Child Protection Policy</b>	
Policy Ref:	Educ019
Status	Statutory
Purpose	To set out a clear approach to safeguarding and child protection within the Academy.
Committees	Staff and Pupil Well Being.
Other linked policies	Data Protection, Anti Bullying, Safer Recruitment, Safeguarding Information for Parents, E Safety,
Issue date	Sept 2018
Review Date	Jan 2020

**Designated Safeguarding Lead – Louise Byrne**

**Designated Safeguarding Lead – Rebecca Booth**

**Designated Safeguarding Lead – Emma Richards**

**Designated Governor – Nicky Wise**

**Victorious Academies Trust Safeguarding Lead – Karen Burns**

**Local Authority Contact – Tanya Brown (LADO)**

### **Safeguarding and Child Protection Policy for Schools**

1.0 The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being Inspire Academy fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

2.0 Everyone who comes into contact with children and families has a role to play in safeguarding. (Working together to Safeguard Children 2018 and Keeping Children Safe in Education 2018).

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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; and
- taking action to enable all children to have the best outcomes.

Section 175(4) of the Education Act 2002, states that governing bodies of maintained schools (including maintained nursery schools), further education institutions and management committees of pupil referral units must have regard to any guidance given by the Secretary of State and: paragraph 7(b) of the Schedule to the Education (Independent School Standards) Regulations 2014, made under sections 94(1) and (2) of the Education and Skills Act 2008, which states that the arrangements to safeguard or promote the welfare of pupils made by the proprietors of independent schools (including academies or free schools) or alternative provision academies must

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have regard to any guidance given by the Secretary of State.

3.0 This legislation makes safeguarding responsibilities clear and gives governors as employers the ability to dismiss or otherwise discipline Principals and teachers who fail in this duty.

4.0 This policy and procedures should be read in conjunction with:  
Local Safeguarding Children Procedures

5.0 This policy also reflects the requirements of:

- Working Together to Safeguard Children 2018.
- Keeping children safe in education 2018.
- Sexual violence and sexual harassment between schools and children in schools and colleges 2018
- What to do if you are worried that child is being abused 2016.
- Disqualification under the Childcare Act 2016.

6.0 This policy and the following procedures apply to all paid staff, volunteers and governors working with or at Inspire Academy.

## **7.0 Significant Harm**

7.1 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

7.2 The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

7.3 It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

7.4 Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the Academy is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the Academy will consider whether the Early Help approach should be considered. Remember early identification of concerns and the use of Early Help to

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develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

7.5 Victorious Academies Trust is also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

7.6 With a current threat from terrorism in the UK including the exploitation of vulnerable young people, aiming to involve them or, to be active in supporting terrorism, Victorious Academies Trust is alert to the potential radicalisation of our pupils.

7.7 The Trust seeks to protect children and young people against the messages of all extremism. Concerns about pupils in the Academy from teachers or concerned members of the public should be referred to the Designated Safeguarding Lead / Principal who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the Police to be contacted.

## **8.0 Context**

8.1 The content of this policy is applicable to all paid staff, volunteers and Governors.

8.2 The governors and staff of Inspire Academy fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.

8.3 All staff and Governors believe that our Academy should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

8.4 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse

8.5 Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.

- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have suffered abuse in accordance with their agreed Child Protection Plan.
- To emphasise the need for good levels of communication between all members of staff.
- Carefully follow the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our school who have access to children have been checked as to their suitability.
- To set out a structured procedure within the school community in cases of suspected abuse.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- To develop and

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promote effective working relationships with other agencies, especially the Police and Social Care. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.

- To ensure all staff are aware of the Academy's code of conduct.
- Ensure all staff are aware of the latest statutory guidance on Disqualification under the Childcare Act 2006 and The Childcare (Disqualification Regulations 2009, issued by the DfE in February 2015.
- Providing effective management for staff and volunteers through support, supervision and training.

## **8.6 Equality**

- Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs.

## **9.0 Procedures**

9.1 Our Academy procedures for safeguarding children will be in line with Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2018 and the Local Safeguarding Children's Board procedures.

9.2 In the event that there are concerns about a child the Designated Safeguarding Lead (or their deputy, if not available) will access the local guidance to inform their decision making process with regard to the presenting safeguarding concerns.

- All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns.
- All new members of staff will be given a copy of our child protection procedures as part of their induction into Inspire Academy.
- All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example,
- Stay calm, listen to the child, if you are shocked by what is being said try not to show it.
- Do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
- If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate. Use open questions such as 'is there anything else you wish to tell me'.
- Accept what they are telling you, do not make judgements.
- Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
- Don't criticise the perpetrator, this may be someone they love.
- Tell them what you will do next and with whom the information will be shared
- Pass this information on immediately to your Designated Person or Deputy Designated Person in his/her absence.

9.3 All staff may raise concerns directly with Children's Social Care.



9.4 After a child has disclosed abuse the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect. (Tel: Social Care Duty Manager: 0161 342 4101 (in hours) or 0161 342 2222 (out of hours) , Child Sexual Exploitation Team (Phoenix): 0161 856 5880)

- Report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.
- The conduct of staff when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the schools 'Whistleblowing Policy' and how to access it.
- All parents/carers are made aware of the possibilities of staff members' actions with regard to child protection procedures.
- All parents, as part of the child induction process, will be made aware of this policy which is on the Academy website [www.Inspireacademyashton.org](http://www.Inspireacademyashton.org).
- We will review our Child Protection Procedures annually.

## 10.0 Types of abuse and neglect

These definitions are from "Keeping Children Safe in Education" (September 2016).

- **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. An adult or adults or another child or children may abuse them.
- **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.
- **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.
- **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

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internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

- **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.

## 11.0 Possible Signs & Symptoms of Abuse

11.1 The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs and symptoms of can be found in Working Together to Safeguard Children. Also students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are three times more likely to experience abuse or neglect than non-disabled peers.

### Physical Abuse

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-destructive tendency
- Running away

### Emotional Abuse

- Physical, mental, emotional or developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing, scavenging

### Sexual Abuse

- Sudden changes in behaviour

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- Displays of affection which are inappropriate
- Alleged promiscuity or sexualised behaviour
- Fear of undressing
- Regression to younger behaviour
- Inappropriate internet use and possible 'grooming' concerns
- Genital itching or other genital/anal pain/injury
- Distrust of familiar adult
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted disease

### **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Deterioration in school performance
- Running away
- Compulsive stealing or scavenging

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. 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.

### **Sexual violence and sexual harassment between children in schools and colleges:**

can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

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**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.

## **12.0 What to do if you suspect that abuse may have occurred**

12.1 You must report the concerns immediately, on the same working day, to the designated Safeguarding Lead or their deputy.

12.2 The role of the designated person is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- They should also consult with the Local Authority Designated Officer LADO.
- The designated Lead should make a referral to the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
- Suspicions will not be discussed with anyone other than those nominated above.
- It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

## **13.0 Responsibilities**

13.1 The Designated Safeguarding Lead or those deputising for them, is responsible for:

- Adhering to the Academy procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping full written chronological records of Academy concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Checking the attendance of children subject to a Child Protection Plan on daily basis.
- Ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to Social Care.
- Ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed. A copy of the child's information will be retained by the Academy.
- Maintaining their training at least every 2 years
- Ensuring that all staff and governors have updated safeguarding training regularly

## **14.0 Supporting Children**

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14.1 We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

14.2 We recognise that the Academy may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

14.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

14.4 The Academy will support all children through:

- The curriculum
- The Academy ethos
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school, giving children a sense of being valued.
- Ensuring children know there are adults at the Academy whom they can approach if they are worried.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

## **15.0 Confidentiality and Information Sharing**

15.1 We recognise that all matters relating to Child Protection are confidential.

15.2 Department for Education (DfE), information sharing protocols will be adhered to at all times.

15.3 The Principal, Designated Safeguarding Lead, or staff generally will disclose any information about a child to other members of staff on a need to know basis only.

15.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

15.5 All staff must be aware that they cannot promise a child to keep secrets.

## **16.0 Supporting Staff**

16.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

16.2 We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

## **17.0 Safer Recruitment**

17.1 At the Academy we will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts

will highlight the priority that the Trust and Academy places on this and the Academy's commitment to safeguarding.

17.2 The Academy will follow the guidance set out in Keeping Children Safe in Education, and in line with the Local Authority and Local Safeguarding Children's Board procedures.

## **18.0 Allegations against staff**

18.1 We understand that a child or 3<sup>rd</sup> party may make an allegation against a member of staff.

18.2 We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

18.3 We will be guided by Working Together to Safeguard Children which defines an allegation as:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

18.4 If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Principal, this must be done on the same working day.

18.5 The Principal on all such occasions will discuss, on the same working day, the content of the allegation with Local Authority Designated Officer (LADO).

18.6 If the allegation made to a member of staff concerns the Principal, the member of staff will immediately inform the Chair of the Local Governing Body who will consult with the Trust this must be done on the same working day. If the Chair of Governors is not available the member of staff must make direct contact with the Trust.

18.7 The Academy will follow the Trust procedures for managing allegations against staff.

## **19.0 Whistleblowing**

19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

19.3 Further information is available in our separate policy on whistleblowing.

## **20.0 Bullying**

20.1 Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **21.0 Racial Incidents**

21.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **22.0 Health & Safety**

22.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking trips and visits.

## **23.0 Prevention**

23.1 We recognise that the Academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

23.2 The Academy community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult at the Academy whom they can approach if they are worried or in difficulty.

## **24.0 Other Relevant policies**

- Whistleblowing Policy
- Behaviour Policy (Including details on appropriate restraint of pupils)
- Anti-Bullying Policy
- Equality Policy
- Health & Safety Policy

## **25.0 Management of Children subject to Child Protection Investigation or subject to a Child Protection Plan:**

25.1 The Academy will contribute to the child protection investigation and attend or contribute to the Strategy meetings.

25.2 The Designated Person or deputy will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.

25.3 If the child is placed on the Child Protection Plan, the Designated Person or deputy is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.

25.4 Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.

25.5 If a child with a Child Protection Plan has an unexplained absence from the Academy, the Designated Person will inform the Social Worker.

## **26.0 Support and Training**

26.1 We are committed to the provision of safeguarding training for all our team members, paid and voluntary.

26.2 In addition to the basic safeguarding training, the Designated Persons undertake training in inter-agency working at 2 yearly intervals to keep their knowledge and skill up to date.

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26.3 All other staff will undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least at 3 yearly intervals. This will be supported every year with training and updates provided by the Designated Teacher through staff meetings and training days.

26.4 Staff will be required to sign that they have read Part One: Safeguarding information for all staff of “Keeping Children Safe in Education” (2016).

## **27.0 Record Keeping**

27.1 DfE guidance says that the Designated Person will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

27.2 If a child transfers to another school or other educational establishment, the Designated Person should forward securely the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked ‘confidential, to be opened by addressee only.’

27.3 The Designated Person should retain a copy of the child protection file, this can be digital or paper, which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age should be archived and catalogued. Records must be kept until a child reaches 25 years of age, child protection records must be kept for 35 years after the child leaves the school.

27.4 When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/s
- Discussions with staff
- Information provided to multi agency teams
- Advice given and decisions taken (clearly times, dated and signed)

27.5 The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

27.6 The Academy will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

## **28.0 Confidentiality and Information Sharing**

28.1 We recognise that all matters relating to child protection are confidential.

28.2 The Principal or Designated Person will disclose personal information about a student to other members of staff on a need to know basis only.

28.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

28.4 When considering sharing information the staff will consider the seven golden rules:

- Remember that the Data Protection Act is not a barrier to sharing information, it provides the

framework.

- Be open & honest with the person from the outset about how information may be shared.
- Seek advice, do not fail to share information because you are unsure what to do.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
- Consider safety and well-being of the child and base information sharing decisions on this.
- Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely and Secure. Ensure any third party or hearsay information is identified and that you have consent to share it
- Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

28.5 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

## **29.0 Supervisory arrangements for the management of out of school hours' activities.**

29.1 We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:

- All clubs independent of the Academy must have their own child protection policy and procedure in line with the Academy's.
- The club will keep a register of all children attending the activities and give a copy to the Academy.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they meet the requirements of the DBS.
- Registers will include arrival and departure times.
- The club will keep a record of all sessions including monitoring and evaluation records.
- The team members will record any unusual events on an accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending the activities.
- Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.
- Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan.
- All team members should treat all children with dignity and respect in attitude, language and actions.

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### Other advice and guidance

- Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
- Keeping Children Safe in Education (statutory guidance)
- Sex and Relationship Education (statutory guidance for maintained schools and academies)
- Working Together to Safeguard Children (statutory guidance)
- Sexual violence and sexual harassment between children in schools and colleges (advice for schools)
- Behaviour and Discipline in Schools (advice for schools)
- Children Missing Education (advice for schools)
- Cyberbullying (advice for schools)
- Equality Act 2010 and Public Sector Equality Duty (advice for schools)
- Equality Act 2010 Technical Guidance (advice for further and higher education providers)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
- UKCCIS Sexting advice (advice for schools and colleges)

We are a proud part



**Victorious Academies Trust**

*Success in education*