



# The Sutton Academy

## Child Protection & Safeguarding Policy

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Responsible Person	<b>Paul Trainor</b>
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## **1. Policy Statement and Principles**

This policy is one of a series in the academy's integrated safeguarding portfolio.

The core Child Protection & safeguarding principles at The Sutton Academy are:

- the academy's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

### **Child protection statement**

At The Sutton Academy we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Sutton Academy also recognises its duty to prevent young people from being drawn into terrorism. Staff must know how to identify children who are at risk of radicalisation and what to do if children are identified.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

### **Policy principles**

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support

### **Policy aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio

## **Terminology**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Prevent** is one strand of the government's counter terrorism strategy and its main aim is to prevent people from becoming terrorists or supporting terrorism,

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. Everyone's responsibility.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **2. Safeguarding Legislation and Guidance**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance [Working Together to Safeguard Children](#) (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance [Keeping Children Safe in Education](#) (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England)

Regulations 2014 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

### **3. Roles and Responsibilities**

#### **Key personnel**

The designated senior person for child protection (DSP) is: Mr Paul Trainor

Contact details: 01744 678859

The deputy designated person is: Miss Lisa Dykes

Contact details: 01744 678859

The nominated child protection governor is: Ms Jette Burford

Contact details: 01744 678859

The Principal is: Mrs Alison Sherman

Contact details: 01744 678859

#### **Roles and responsibilities**

All schools must nominate a senior member of staff to co-ordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

#### **The Designated Safeguarding Person & Deputy Safeguarding Person:**

- are appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely but kept separate from, the student's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Explores 3 days of absence if no contact with parents/carers is made

- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- co-ordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and Principal (where the role is not carried out by the Principal) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents
- ensures single central register is kept up to date
- Informs relevant staff when not available on site.

**The Principal:-**

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the [whistleblowing procedures](#)
- ensures that students' safety and welfare is addressed through the curriculum.

**The governing body** ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Principal, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

#### **4. Good Practice Guidelines**

To meet and maintain our responsibilities towards students The Sutton Academy will agree standards of good practice.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

#### **5. Abuse of Trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

#### **6. Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.



To ensure that all students at The Sutton Academy receive equal protection, special consideration will be given to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- Looked after children
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

## 7. Prevent Duty

[Prevent](#) addresses all forms of terrorism and violent extremism, regardless of race, culture, religion or politics. The multi-agency support programme for *Prevent* is called CHANNEL

People who are drawn to political or religious beliefs that support the use of violence will usually show 'early warning signs' that they are on a path towards radicalisation.

These can often be demonstrated by the following indicators.

- Graffiti symbols, writing or artwork that depicts or promotes extremist messages / images
- Accessing online resources for violent extremists – Internet, Facebook, YouTube, Chat rooms
- Significant changes in behaviour and/or friendships
- Wearing clothing and/or logos that represent extremist groups
- Voicing opinions drawn from extremist narratives
- Using language or hate terms that excludes others or incites violence ( and intolerance)

Prevent is another form of safeguarding. It provides a mechanism for raising awareness of issues of extremism and, where vulnerabilities are identified; it can facilitate the [CHANNEL](#) process so that a multi-agency approach can be used to support that vulnerable person.

All concerns should be raised with the Designated Senior Person. They may hold information which you are not aware of that adds to the bigger picture. They will make the decision of whether the matter requires CHANNEL intervention.

## 8. Forced Marriages

The Government's guidelines define forced marriage in the following terms:

*'Forced marriage is a form of child/domestic abuse and violence against women'.*

*[Multi-agency practice guidelines: Handling Cases of Forced Marriage (2009)]*

Forced marriage is very distinct from arranged marriage:

*'In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* *[The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (2008)]*

Whilst each individual case of forced marriage and attempted forced marriage is often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.
- Evidence of honour-based violence.

On their own, these characteristics may not indicate forced marriage. However, it is important for the academy to be satisfied that where these behaviours occur, they are not linked to forced marriage.

If teachers have suspicions or are concerned that a student may be about to be forced into marriage or may be a victim of forced marriage, they should inform the DSP/DDSP as soon as possible. Normal Child Protection procedures will be followed.

## 9. Child Sexual Exploitation - CSE

***Sexual exploitation is child abuse and children and young people who become involved face huge risks to their physical, emotional and psychological health and well-being.***

***The nationally agreed definition of child sexual exploitation which will be utilised across Merseyside is:***

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive

‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability”

## **10. Female Genital Mutilation**

Female Genital Mutilation has been illegal in the UK since 1985, but legislation in 2003 in England, Wales and Northern Ireland, and in 2005 in Scotland, also made it an offence to force a child to undergo Female Genital Mutilation abroad.

Suspensions may arise in a number of ways that a child is being prepared for Female Genital Mutilation to take place abroad. These include knowing that the family belongs to a community in which Female Genital Mutilation is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a ‘special procedure/ceremony’ that is going to take place.

Indicators that Female Genital Mutilation may already have occurred include prolonged absence from school, with noticeable behaviour change on return and long periods away from classes or other normal activities, possibly with bladder or menstrual problems. Some may find it difficult to sit still and look uncomfortable or may complain of pain between their legs or talk of something somebody did to them that they are not allowed to talk about.

Female Genital Mutilation is a form of child abuse. Normal Child Protection procedures will be followed if school suspects a case of Female Genital Mutilation.

However the FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see the English or Welsh version of Working Together to Safeguard Children as appropriate, and/or the multi-agency guidance on FGM.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

## **11. Missing children**

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor unauthorised absence, particularly where children go missing on repeated occasions.

## **12. Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. At The Sutton Academy our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

## **13. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. The Sutton Academy will support students and their families and staff by:

- taking all suspicions and disclosures seriously

- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

#### **14. Complaints procedure**

The Sutton Academy's [complaints procedure](#) will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Students.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

#### **15. If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The academy's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of governors.

#### **16. Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic

but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Principal. Allegations against the Principal should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in [Keeping Children Safe In Education \(updated 2016\)](#). Further information is contained in the school's disciplinary procedures and the Child Protection 'Quick Guide' file for staff.

## **17. Staff Training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Principal (unless the Principal is the DP) and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet (see: appendix 1).

## **18. Safer Recruitment**

The Sutton Academy endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe In Education (updated 2016)* together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed by at least one colleague who have received safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy (see: appendix 2).

## **19. Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, the academy's child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, The Sutton Academy will check that effective child protection arrangements are in place. [Health, Safety, Welfare and Educational Welfare Visits](#)

## **20. Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so some safeguards must be in place. To protect students The Sutton academy will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

For an example image consent form, see: appendix 3.

## **21. E-Safety**

Most students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, some men, women and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The academy's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.



# **Child Protection Procedures**



## **Child Protection Procedures:**

### **Recognising abuse**

To ensure that students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### **Physical abuse**

Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect is 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, (including exclusion from home or abandonment) failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, (including the use of inadequate care-takers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our [anti-bullying procedures](#). All students and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSP will consider implementing child protection procedures.

### **Indicators of abuse – what you might see**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the responsibility of each individual member of staff to report any concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for

- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important to report concerns – it is not necessary to have 'absolute proof' that the child is at risk.

### **Peer on Peer Abuse**

Keeping Children Safe in Education, 2016 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*' (page 19).

At The Sutton Academy we continue to ensure that any form of Peer on Peer abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

At The Sutton Academy we have the Anti-Bullying Policy

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and

substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Taking action**

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP as soon as possible
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a red welfare and concern form
- seek support for yourself if you are distressed.

Appendix 4 provides a flowchart for reporting a concern.

### **If you suspect a student is at risk of harm**

There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help in any way.

Use the welfare concern form (see: appendix 5) to record these early concerns and discuss your concern with the Designated Safeguarding Teacher at the earliest opportunity. If the student does begin to reveal that they are being harmed you should follow the advice in the section 'If a student discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the Designated Safeguarding Teacher at the earliest opportunity.

### **If a student discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know as soon as possible that you must pass the information on at the earliest opportunity – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely.
  - Remain calm and do not over-react – the student may stop talking if they feel they are upsetting you.
  - Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
  - Do not be afraid of silences – remember how hard this must be for the student.
  - Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this.
  - At an appropriate time tell the student that in order to help them you must pass the information on.
  - Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
  - Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
  - Tell the student what will happen next. The student may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
  - Report verbally to the designated person.
  - Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
  - Seek support if you feel distressed.
- 
- A record of concern form is provided in appendix 5.

### **Notifying parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

### **Referral to children’s social care**

The DSP will make a referral to children’s social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where

necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

It is recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support students through our:

- Pastoral System
- PSHCE programme
- Behaviour Management Policy including Anti-Bullying. ([Policies and Procedures](#))

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, Principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable

media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they should refer the request to the Principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

### Related safeguarding portfolio policies

- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

## Appendix 1: Visiting Staff child protection information leaflet



Welcome to The Sutton Academy

### Visitors Information and Safety Advice

Please take a few minutes to read this leaflet which has been designed to protect you, our staff and students whilst you are visiting the academy. If anything has not been covered please ask. We thank you for your co-operation and hope you will enjoy your visit.

<b>Principal</b>	Alison Sherman
<b>Vice Principal</b>	Paul Trainor
<b>Senior Pastoral Manager</b>	Lisa Dykes

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students.

We endeavour to provide a safe and welcoming environment where students are respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice. While working in our academy we expect you to take care of our students and follow our procedures.

**Please sign-in both at reception on arrival and book-out when leaving, ensuring that you return your visitor's badge.**



## **Fire and Emergency Evacuation**

If the Fire Alarm sounds (a long continuous, wailing siren) please leave the building immediately by the nearest exit. Make your way round to the assembly point next to the Mound (behind the Music Block) and report to the Emergency Co-ordinator.

Please note that there is a weekly alarm test at 5.00 pm Friday.

**First Aid** is available at reception and in other areas of the academy.

**Visitor's toilets** - please ask for directions.

**Academy equipment** - please check with a member of staff before using any equipment belonging to the academy.

**Accidents and Incidents (including near misses)** - Please report any accidents or incidents that occur whilst visiting the academy.

**Parking on site** If your vehicle needs to be parked anywhere other than the car park please speak to reception. Driving speed must be no higher than 5 mph.

**Students** - Be aware that you should not establish any social contact with students or meet any student in isolation.

**Students' safety, security and well-being are our priorities. Please abide by these rules.**

## **VISITOR**

**If you have any concerns during your visit regarding the safety and well-being of our students, please ask to see the Designated Safeguarding Officer or a Senior Member of staff before you leave the site.**

**Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.**

**If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the Designated Safeguarding Officer.**

**If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.**

**You should complete a welfare concern form (attached) and hand it to the Designated Safeguarding Officer or a senior member of staff before you leave the academy site. Ask a senior member of staff if you would like help to complete the form.**

**If you have any questions or wish to see our Child Protection Policy please contact the Designated Safeguarding Officer.**

Appendix 2: Confirmation of receipt of child protection policy

Name: \_\_\_\_\_

Date of joining school: \_\_\_\_\_

Post: \_\_\_\_\_

Date of induction: \_\_\_\_\_

Name and designation of staff member responsible for induction:

\_\_\_\_\_

I confirm that I have received and read the school child protection policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a student has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to:

**Paul Trainor / Lisa Dykes**

### Appendix 3: Images consent form



#### Student and Parent Consent for the Use of Images

There is evidence to suggest that some people who are a risk to children may identify potential victims from images (photographs or video recordings) and accompanying personal information that is in the public domain, including school brochures and websites, and local and national media.

To protect our students, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographer's unsupervised access to students.

In signing this form, students and parents give consent for the school or someone commissioned by the school to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of the school on our website, in the school prospectus and in local or national media.

Name of student

Date of birth

Signature of student

Date

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Name of parent or carer

Relationship to the student

Signature of parent or carer

Student's address

Telephone:

**Appendix 4: Academy Welfare Concern form (FOUND IN STAFF ROOM & PASTORAL OFFICES)**



**SAFETY AND WELFARE CONCERN FORM**

<b>STUDENT'S NAME:</b>		<b>DATE:</b>		<b>YEAR:</b>	
<b>Class/Tutor Group:</b>					

**PLEASE PASS STRAIGHT TO THE APPROPRIATE PASTORAL MANAGER IF UNAVAILABLE PLEASE SEE LISA DYKES, PAUL TRAINOR AS SOON AS POSSIBLE.**

**Nature of concern (including incidents, reports by pupils, dates)**

Please attach any other accounts and list overleaf.

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<b>Signed:</b>		<b>Date:</b>	
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<b>Print Name:</b>		<b>Job Title:</b>	
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**SAFETY AND WELFARE CONCERN FORM**

To be completed by Pastoral Manager. Action taken eg contact with parent/agencies. Referred to Lisa Dykes

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**Please List below any attached documents:**

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**CONCERN FORM TO BE STORED IN PUPIL'S FILE**  
**DETAILS RECORDED ON SAFETY AND WELFARE CONCERNS SPREADSHEET**

## Appendix 5: Essential contacts

Name and role:	Address, telephone and email address
School designated senior person	Paul Trainor 01744 678859 <a href="mailto:paul.trainor@thesuttonacademy.org.uk">paul.trainor@thesuttonacademy.org.uk</a>
Principal	Alison Sherman 01744 678859 <a href="mailto:alison.sherman@thesuttonacademy.org.uk">alison.sherman@thesuttonacademy.org.uk</a>
Nominated governor	Jette Burford <a href="mailto:jburford@sthelens.ac.uk">jburford@sthelens.ac.uk</a>
Deputy designated senior person	Lisa Dykes 01744 673573 <a href="mailto:lisa.dykes@thesuttonacademy.org.uk">lisa.dykes@thesuttonacademy.org.uk</a>
Local authority safeguarding manager	TBA 01744 671249
Local authority human resources	Jane Carter 01744671837
Children’s social care	First Response 01744676600
Children’s social care referrals	Referrals made by Lisa Dykes – Senior Pastoral Manager
Out of hours duty team	0845 050 0148
Health authority	School Nurse – Debbie Stott Bridgewater Community Healthcare NHS Trust Halton and St Helens Division Irwin Road Clinic Irwin Road St Helens WA9 3UG Tel: 01744 811592 Fax: 0151 2893097
CAMHS	Referrals made by Lisa Dykes – Senior Pastoral Manager
NSPCC helpline	0808 800 5000