



WESTBOURNE
ACADEMY

**Local Academy
Policy & Procedures**

Child Protection

Issued October 2017
For review October 2018

Aims

At Westbourne Academy, we aim to ensure that:

- All our pupils are safe and protected from harm.
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices.
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expectations, in relation to safeguarding and promoting the welfare of all our pupils.

Ethos

Safeguarding in the academy is considered everyone's responsibility and we create the safest environment for our young people. We aim to make all of our pupils feel they will be listened to and for them to know that we will take the appropriate action if required. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and Expectations

Westbourne Academy has a Governing Body whose legal responsibility it is to make sure that the academy has an effective safeguarding policy and procedures in place and monitors that the academy complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing Body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our academy and that the academy has procedures for handling allegations of abuse made against members of staff (including the Principal and volunteers). The Governing Body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our academy.

The **Designated Safeguarding Lead (DSL) is: Cathy Cook (Assistant Principal)** if she is not available then the **Alternate Safeguarding Lead (ASL) is: Carol Clarke (Assistant Head of Ennis House)**

Any of the **Assistant Heads of House** can also be contacted with any safeguarding concerns.

The **Named Safeguarding Governor is: Mrs Sarah Aspin**

It is the responsibility of the DSL to ensure that all safeguarding issues raised in the academy are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging safeguarding training for all staff and volunteers who work with children and young people in the academy. The DSL has a role in ensuring that the academy safeguarding training takes place at least every two years. The DSL is required to attend or ensure that a senior member of staff, who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a pupil at the academy and to contribute to multi-agency discussions to safeguard and promote the pupil's welfare.

All Child Protection concerns need to be acted on **immediately**. If staff are concerned that a pupil may be at risk or is actually suffering abuse, they should tell the DSL (or ASL if the DSL is unavailable) **immediately**.

All Adults, including the DSL have a duty to refer all known or suspected cases of abuse to children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. School Nurse, it is the responsibility of that agency staff to formally report the disclosure to the DSL in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the disclosure should be recorded and referred to the on-site DSL and a formal notification made to the academy DSL where the child is on role, for information or appropriate action to be taken. Any records made will be kept securely on the pupil's safeguarding file.

Recognising Concerns, Signs and Indicators of Abuse

Safeguarding is not just about protecting children from deliberate harm. For our academy it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualised behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What To Do If You Are Concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you follow the 6 R's:

1. Receive

- Listen to what is being said, without displaying shock or disbelief.
- Take what is said seriously.
- Note down what has been said.

2. Reassure

- Reassure the pupil, as far as is possible.
- Don't promise confidentiality: you have a duty to refer.
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame".
- "You're not the only one this sort of thing has happened to".
- Reassure child that information will only be shared with those who need to know.

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- Do not ask 'leading' questions, for example, "Did he/she", such questions may invalidate your evidence (and the child's) in any later prosecution.
- Ask open questions, like "Anything else you want to say?".
- Do not criticise the perpetrator; the pupil may have an affection for him/her.
- Do not ask the pupil to repeat it all for another member of staff.
- Explain what you have to do next and who you have to talk to.

4. Record

- Make some brief notes at the time on any paper, which comes to hand. Write them up on the pink safeguarding form as soon as possible, sign it and pass to the DSL.
- Do not destroy your original notes.
- Record the date, time, place any noticeable non-verbal behaviour, and the words used by the child. Record the actual words used by the child.
- Record statements and observable things, rather than your 'interpretations' or assumptions.

5. Remember

- The pink referral form can be found in H6.
- Complete the academy's pink safeguarding form as soon as possible and pass to the DSL.
- It is the DSL's responsibility to act on the pink referral form and refer as necessary.

6. Reflect

- Try to get some support for yourself if you need it. This support should be available through your designated teacher.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Principal or the DSL. Where those concerns relate to the Principal the concerns should be reported to the Chair of Governors, Dr Ron Impey using the Whistle Blowing Policy and will be addressed using the procedure for dealing with allegations of abuse against staff (see disciplinary procedure).

Training

All members of staff and volunteers will have access to safeguarding training every two years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy relating to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our DSL and ASL will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years, which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/ASL to be able to better undertake their role and support the academy in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our academy. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our academy prospectus and website.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Westbourne Academy we will ensure that we have a member on every recruitment panel who have received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk

Customer First: 0808 800 4005

Suffolk Police: 01473 613500

Police: 999

Child Exploitation and Online Protection Agency www.ceop.org.uk

www.thinkuknow.co.uk