



Child Protection/Safeguarding Policy

The Delta Education Trust
Registered in England and Wales – Number 08382383 An exempt Charity and
Company Limited by Guarantee.
160 Herbert Avenue, Poole, Dorset. BH12 4HU

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This document should be read in conjunction with all other school policies.

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Introduction

Delta Education Trust provides education for pupils with social and emotional needs and for those with conditions on the autistic spectrum (ASD). The trust is committed to working with students to identify and address their barriers to learning.

We believe that all individuals have rights and responsibilities to themselves and to others.

This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop potential.

Our overarching aim is to enable young people to develop their full potential to lead a purposeful life.

Key Objectives:

- The provision of personalised, high quality education with flexible learning pathways
- The development of personal and social skills
- Partnership working with parents, schools and other agencies.
- The development of positive strategies to overcome barriers to learning
- Preparing our students well for the next stage of their education and for life in modern Britain.

Principles

- The Trust takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.
- An agreed definition of safeguarding is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' – Her Majesty's Joint Chief Inspectors' report 2002.
- Safeguarding encompasses many aspects of school life, wherever a child's welfare might be compromised; child protection is one very important aspect of safeguarding.
- Promoting welfare involves 'creating opportunities to enable children to have optimum life chances in adulthood' – Framework for the Assessment of Children in Need and their Families (Government guidance 2000)
- Our Board of Directors will act in accordance with Section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils at The Delta Education Trust.
- All children have the right to be safeguarded from harm or exploitation whatever their:
 - race, religion, first language or ethnicity
 - gender or sexuality
 - age
 - health or disability
 - political or immigration status
- Statements about or allegations of abuse or neglect made by children will always be taken seriously and acted upon promptly.
- The Trust follows the Multi-Agency Local Safeguarding Children Board (LSCB) Child Protection Procedures.
- Staff, volunteers and governors in this school are committed to fostering an ethos which:
 - encourages and supports parents/carers and works in partnership with them;
 - listens to and values pupils;

- ensures all staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements;
 - maintains a safe school environment for all pupils;
 - exercises their duty to work in partnership with other agencies and to share information with them in accordance with legislation (Children Act 2004)
- We recognise that The Trust's staff and volunteers, because of their contact with and knowledge of the children or young people in their care, are well placed to identify abuse and offer support.
 - Our recruitment and selection procedures include all checks on staff suitability to have contact with children including Disclosure and Barring Service enhanced checks (DBS) as recommended by the Local Authority (LA) and in accordance with current legislation and guidance (DfES Guidance (2014) – Safeguarding Children and Safer Recruitment in Education). The same procedures will be adopted for individuals who volunteer in school on a regular basis.
 - This Trust recognises it is an agent of referral and not of investigation; no action will be taken knowingly which might undermine a criminal Investigation. Investigating agencies are LA Children's Services Social Care and the Police.

Aims

- That all children, pupils and learners are protected and feel safe.
- To raise the awareness of both teaching and non-teaching staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To support the child's development in ways which will foster security, confidence and independence.

- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progression through all the Key Stages.

Definitions of Abuse

- Physical abuse results from acts or omissions by a parent or carer, which cause injury to the child. Bruises, abrasions, burns and scalds should all be of concern to staff. Children of any age can be physically abused.
- Neglect involves wantonly or through ignorance not providing the basic necessities; food, warmth, shelter, caring supervision or reasonable cleanliness.
- Emotional abuse which is harder to detect or define, may result from locking the child away, excessive shouting, teasing or belittling, the denial of love, over protection so as to deny the child the normal experiences of life, lack of stimulation or play, or simply ignoring the child.
- Sexual abuse is the involvement of emotionally immature children or young people in sexual activity with an adult or significantly older person to which they cannot give consent or which defies social taboos. (Note: most sexual abuse involves an adult male who is well known to the child, possibly a close relative or family friend. However, there are increasing cases of abuse by women).

Procedures for Referral / Principles for Intervention to Protect Children

- All action is taken in line with the following guidance:
 - Local Council and surrounding councils (if applicable) Inter-Agency Child Protection Procedures & Guidance
 - DfES Guidance (2014) – Safeguarding Children and Safer Recruitment in Education
 - Working Together to Safeguard Children 2013 – Guidance published by the Department of Health
 - What to do if you're worried a child is being abused – Government Guidance – DfES 04320-2006
- Any member of staff, volunteer or visitor to The Trust who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the designated Safeguarding Officer.
- If appropriate, the designated senior person for child protection will inform the Social Care Duty Officer, unless the child about whom there are concerns already has an allocated social worker, in which case that person will be contacted without delay.

- Telephone referrals to Children’s Services Social Care should be confirmed in writing within 48 hours, using the inter-agency referral form.
- In general, The Trust’s staff will discuss their concerns with parents/carers and advise them of any referrals to Children’s Services Social Care, unless it is considered that to do so will place the child at risk of harm. Advice will be taken from the investigating agencies if there is any doubt.
- The designated senior person for child protection will assist the investigating agencies to make enquiries into concerns of child welfare. This will include ensuring this school is represented at Child Protection Conferences and that information about the child is provided as required.
- The designated senior person for child protection will be responsible for co-ordinating action and liaising with other agencies and support services over child protection and other safeguarding issues.
- Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- We understand that concerns about significant harm may arise about children who already have an allocated social worker and we will pass on such concerns without delay.
- Every member of staff has an individual responsibility for child protection. Where there is concern about a child’s welfare and the designated senior person is not available, or it is felt that he/she is not taking the concerns seriously, another person in the school management team should refer those concerns to Children’s Services Social Care.

Concerns About Staff Behaviour Towards Children

- Local procedures plus the Government guidance ‘Working Together to Safeguard Children, Appendix 5: Procedures for Managing Allegations against People who Work with Children’ and DfES Guidance ‘Safeguarding Children and Safer Recruitment in Education, Chapter 5: Dealing with Allegations of Abuse against Teachers and other Staff’ will be followed.
- All concerns/allegations about adults who work in The Trust will be taken seriously and will be dealt with by the Head of School. S/he will contact and consult with the Officer for Child Protection, the LA Designated Officer (LADO) for schools). The LADO will record the consultation and will advise on the appropriate action that needs to be taken, which could include a referral to investigating agencies. (Note: if the LADO is not available, there should be no delay in taking advice or referring to Children’s Services Social Care.) Due recognition will be paid to the stress caused by such an allegation and appropriate skills deployed to balance the needs of the

child and support for the member of staff. However, the needs of the child must take precedence (Children Act 1989, Section 1 (1)(b)).

- Where the allegation is against the Head of School, the LADO should be contacted by the Executive Headteacher or Chair of Governors for advice on how to proceed.
- In order to minimise the risk of harm to children and of accusations being made against staff as a result of their daily contact with pupils, governors should ensure, through the Head of School, that all staff are aware of safe working practice and follow guidelines on the use of control and physical restraint.

Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself or find it difficult to develop and maintain a sense of self worth.
- 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 being withdrawn.
- Our school will support all pupils by:
 - encouraging the development of self-esteem and resilience in every aspect of school life whilst not condoning aggression or bullying
 - promoting a caring, safe and positive environment
 - liaising and working together with all other agencies
 - ensuring there is a designated member of staff for 'Looked After' children.

Record Keeping

- Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was seen or said (recording the pupil's own words as far as possible) putting the event into context, and giving the date, time and location. Information should be recorded in non-judgmental, non-emotive terms. All records must be dated and signed.
- All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

- All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and are not required to be disclosed to parents/carers. Any requests from parents'/carers' solicitors to have records disclosed to them should be passed to the LA's Legal Services for advice.
- Files relating to concerns about pupils will include a chronology of incidents and subsequent actions/outcomes.
- Staff must ensure that they monitor closely the welfare, progress and attendance of pupils on the Child Protection Register and that they provide information as required by the social worker, the LA Officer for Child Protection and the Education Welfare and Attendance Service. There should be agreement via the protection plan about at what point the social worker or another member of his/her team will be informed if a child on the Child Protection Register is absent from school
- If a child moves from one school to another the designated senior person for child protection should inform the receiving school immediately by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery. In such cases it would be good practice to retain duplicate records, (recommended by a serious case review (conducted when a child dies, and abuse or neglect are known or suspected). These duplicate records should be kept securely for 10 years.
- It is recommended that a child's records are kept for 10 years after he/she leaves compulsory education.

Domestic Abuse

Our schools receive information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Parental Involvement

- The Trust is committed to helping parents/carers understand its responsibility for the welfare of all pupils.
- Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils.
- As previously stated, where possible, concerns about children should be discussed with parents/carers in the first instance and the designated senior person should advise of the need to make referrals to Children's Services Social Care, unless to do so would place the pupil at increased risk of significant harm.

Training

- The Board recognise the importance of child protection training for the designated senior person and for all other staff and volunteers in the school.
- The designated senior person will be encouraged to attend training events organised by the LA or the Local Safeguarding Children Board. This person must have inter-agency training and receive 'refresher' training at least every two years.
- Child protection must be part of induction training for all new staff and volunteers. Staff who do not have lead responsibility for child protection must have 'refresher' training at least every three years.

The Role of the Governing Body

- The Board will ensure that the school has identified a designated senior person for child protection and consider a nominated governor for safeguarding.
- The nominated Board member for safeguarding, in liaison with the designated senior person, will ensure that the school has an effective child protection policy and clear procedures in place, and that these are known to all members of staff (including supply staff) and volunteers. Newly appointed staff should read copies of the policy and procedures as part of their induction training.
- The Board will receive an annual report on changes to the child protection policy or procedures; training undertaken by the designated senior person, other staff, volunteers and GB; the number of child protection incidents/cases (without detail or name); and how safeguarding issues are addressed through the curriculum.

- The Board will review and up-date (if appropriate) the child protection policy on an annual basis and ensure a copy is sent to the LA's designated officer.
- As previously stated, the Chair of the Board will take action, according to agreed procedures, where there are allegations against the Headteacher.

The Curriculum and Safeguarding in Relation to Other School Policies

- The Board place importance on the curriculum in the safeguarding of children. They aim to ensure that curriculum development meets the following objectives:
 - developing pupil self-esteem
 - developing communication skills
 - informing about all aspects of risk
 - developing strategies for self-protection
 - developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
 - developing non-abusive behaviour and respect between pupils and adults
- This child protection policy should be read in conjunction with the school's policies on attendance, complaints, curriculum, discipline (including anti-bullying), health and safety, race equality, risk assessments, sex education, special educational needs, staff discipline, conduct and grievance procedures.

Children with Special Educational Needs

- The Board recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.
- Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control. There will be close partnership with parents/carers.

Extended Schools and Before and After School Activities

- Where the Board provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.
- Where services or activities are provided by another body, using The Academies as a venue, the Governing Body will seek assurance that the

body concerned has appropriate policies and procedures in place to safeguard children and there are arrangements to liaise with the school on these matters as appropriate.

Monitoring and Evaluation

The Head of School and Governing Body will –

- monitor to ensure that appropriate training is being undertaken
- monitor the number of child protection cases annually.

Related policies - see paragraph 11 above.