

## **Child Protection**

The Young Children and Young People's Directorate has set out in some detail the procedures to be followed in cases of suspected Child Abuse. Sheffield Park Academy follows these procedures.

It is recognised that teachers may be aware of physical injuries, or develop relationships such that children have sufficient trust to confide and disclose information regarding abuse. If this should happen there are specific guidelines that staff must follow.

Kelly Mills, Philippa Penman, Lillian Wright and Craig Dillon are designated as the Child Protection Liaison Officers at Sheffield Park Academy. Their roles are outlined in Sheffield's Child Protection Procedures, which are available for consultation at -

[www.safeguarding.sheffieldchildren.org.uk](http://www.safeguarding.sheffieldchildren.org.uk)

They are responsible for internal communication and co-ordination, for referral to agencies with statutory powers to investigate and intervene and for subsequent external contact.

### **Definition of Abuse**

An abused child is someone under the age of 17 who has suffered physical injury, neglect, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission). This may be caused by:

#### **Physical Injury**

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child.

#### **Neglect**

Severe neglect of a child, including failure to protect a child from exposure to any kind of danger (e.g cold, starvation, being left unattended, not seeking appropriate medical attention) or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

#### **Emotional Abuse**

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. This includes persistent scapegoating, criticism, bullying, harassment, ridiculing, belittling or frightening.

#### **Sexual Abuse**

Actual or likely exploitation of a child or adolescent by an older person often a familiar adult, who induces that child or adolescent to be involved in sexual activity. The abuser may use bribes, threats or physical force to persuade the child or adolescent to participate in sexual activity.

#### **Procedure**

You must tell the appropriate member of staff if you have reason to suspect a pupil may be being abused.

Please talk to one of the Child Protection Liaison Officers in the first instance.

You will be asked to make a record of your suspicions and involvement. This must include:

- Detailed, factual records of what you were told, including dates and times.
- Actions taken by you.
- Details of any involvement of others.
- Date, time and signature.

These staff will discuss with you how to proceed, and your involvement in the next stages.

Basic principles in the case of disclosure by a child/young person

1. Listen - be positive and reassuring; do not betray any personal emotions; do not ask leading questions or jump to conclusions; say as little as possible and do not make any promises of confidentiality.
2. Record - As soon as possible after the disclosure make a factual account of what you were told; avoid personal opinions; describe all actions taken by you; date and sign the record and pass immediately to a CPLO.
3. Share - Only with a CPLO initially; do not broadcast any information; do not contact anyone with parental responsibility unless specifically asked.

Remember the child's welfare and protection is paramount.

### **Confidentiality**

Information on children who have been abused is highly sensitive. Those in receipt of information must treat it as having been given in confidence.

The school is required to ensure:

- That all written information concerning a child whose name is on the 'Child Protection Register' is kept in a secure place (Safeguarding Cabinet – Kelly Mills' Office).
- That photocopies should not be made or retained by other staff.
- That apart from the Principal and the CPLOs, the only other staff who may have access to such information are those who demonstrate 'the need to know'. Their access and the reasons for it must be recorded. This is to ensure privacy for the child and family in dealing with what is a very sensitive issue.

Safeguarding Policy

## **Statement of Intent**

Sheffield Park Academy believes that it is unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of children within the Academy.

We recognise that:

- The welfare of the child is paramount
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy is:-

- To provide protection for the children and young people who come into contact with Sheffield Park Academy
- To provide staff with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk, of harm.

We will endeavor to safeguard children and young people by:-

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures for staff.
- Recruiting staff safely ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff through supervision, support and training

## **Introduction**

This document sets out the arrangements the Academy has put in place to safeguard children within the Academy community. The Academy's approach reflects the legislative context and also takes account of relevant guidance and good practice relating to the education sector. Detailed definitions and indicators of abuse in this context are set out in Appendix A, The following issues and activities are within the scope of this policy:

- Outreach and recruitment activities involving children
- Work placements involving children
- Student support and services

The Academy's policy is supported by a series of operating procedures relating to the above activities.

The Principal and the Vice Principal (Behaviour and Attendance) are the designated people with overall responsibility for this policy and for its regular review.

### **Outreach activities involving children**

Some of our primary feeder schools are offering work placements to the students in Y10/Y11. The Academy will make sure that the procedures relating to child protection issues are in place.

### **Work placements involving children**

All of the students in Y10 are expected to take part in work placement activities. Some of these placements will involve coming into contact with children. The usual safeguards are in place.

### **Student Support and Services**

Pastoral Services are valued at the Academy by staff, students and parents or carers. Parents and students are encouraged to contact the Academy with any problems they have and a member of staff will speak with them either in person or by telephone the same day.

### **Staff Employment issues**

The Academy, as a responsible employer ensures that it engages staff in a way that is compliant with the relevant legislation and in particular that which exempts people with specific convictions from applying for or indeed holding particular job roles where there is an acknowledged risk associated with access to children or vulnerable adults.

Safer recruitment procedures are followed and the Principal; Deputy Principal; Vice Principals; Business Manager; HR Administrator all possess "Safer Recruitment" accreditation. As a direct consequence, all vacant positions within the Academy are routinely reviewed and a consideration of the risks undertaken. Where there is the potential for substantial unsupervised access to children then a CRB check will be undertaken. Offers of employment to all posts subject to a CRB are conditional with the individual meeting the required standard and a failure to do so would result in an immediate withdrawal of the offer of employment. Failure to disclose or the provision of a false statement of disclosure by a potential employee may result in disciplinary action with a potential sanction up to an including summary (instant) dismissal of the employee. All CRB disclosures are risk assessed against the job role on an individual basis by a designated senior member of the HR Department.

Periodically, when the role of an existing member of staff changes it may be necessary to review the job role and for the existing staff member to be required to undertake a CRB check. It is anticipated that such applications will be kept to a minimum as all Academy employees are contractually obliged to notify the Academy as their employer of any post employment criminal convictions that may impact upon their future employment with the Academy. If the individual is found to be in breach of this contractual obligation then disciplinary action may be taken with

a potential sanction up to and including summary dismissal

In the event of an Academy employee having suspicions regarding the contact of another employee or individual engaged on Academy business with a child or children, then at their earliest opportunity they should raise this with the Vice Principal (Behaviour and Attendance/ CPLD) and the Principal. This is in order that any potential risks can be minimised with immediate effect and to allow an investigation in to the allegations to take place in accordance with Academy procedures.

### **Guidance from Sheffield CYPD**

The Safeguarding Children 'Offer' establishes good practice in schools on which to base their work to safeguard children and young people.

#### **The 'offer' comprises:**

- A positive and preventative curriculum
- Inclusive practices
- A safe learning environment
- Safeguarding policies, procedures and guidance
- Well-trained staff and management
- Safe recruitment, selection and management practices
- Partnership with parents and carers
- Integrated practice

#### **In order to promote this good practice, we consider the following principles when working with children, young people and their parents or carers:**

- Age, development & culture can affect understanding of an issue
- Ensure that discussions are easily understood, using appropriate means of communication
- Ensure you intervene quickly to provide support and further assessment as required
- Be clear about your safeguarding duties and responsibilities with staff, volunteers, children/young people and parents/carers
- Discuss any specific safeguarding needs of a child/young person with their parent / carer as early as possible in an open and honest manner
- Support & advise parents / carers about how to discuss issues with their child

- If the young person has sufficient understanding they may wish to talk to you without the involvement or knowledge of their parents / carers
- Provide a comfortable and confidential room to talk in, where people feel they will be listened to and their viewpoint valued
- Consider support networks and coping strategies for the child or young person, and ensure they comply with ethical guidelines for your service
- Inform the child/young person, and parents / carers of your agency complaints procedure
- Inform the child, young person, and parents / carers of their right to access any information that you hold about them (unless such access would compromise the safety of a child)
- Arrange meetings at times and locations that enable parents / carers to attend, and consider their wishes about who else should attend
- Ensure all decisions made with the family put the safety and well-being of the child first
- Seek the consent of the child and family and include their views wherever possible
- Include the views of other involved practitioners, ensuring that they have been shared with the child, parent and carer by that practitioner
- Discuss and agree with the child and family any requests for support that may be identified, wherever possible

**Sheffield Park Academy will:**

- Provide curriculum-based awareness of children's needs & development, abuse and neglect, how to protect themselves, and bullying
- Ensure all supply, temporary and permanent staff and volunteers are appropriately trained in all areas of safeguarding children, know their responsibilities, and know who to refer concerns to
- Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities
- Clearly identify practitioners with specific safeguarding roles e.g. Child Protection Liaison Teacher/Officer, Governing Body 'champion' for child protection, and ensure they have the appropriate resources to fulfill the role
- Monitor and support children and young people who are identified as having safeguarding needs

- Ensure that parents understand and have access to the school safeguarding responsibilities in the school prospectus
- Ensure that vulnerable children have effective support to communicate their needs to staff and feel valued
- Develop an understanding of other practitioners roles and responsibilities to safeguard children
- Keep appropriate, confidential and securely stored records, share information with other agencies and attend meetings and conferences as required

**Information sharing:**

- Explain how your agency holds, stores and accesses information about a child and their family
- Use SafetyNET\* appropriately to identify that you are working with a child and who else has involvement with them
- Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate
- Share all appropriate information as early as possible with practitioners and organisations who are currently or about to work with a child
- Discuss and share any assessments or reports with the child and their family and include their views even if they differ from your own
- Seek permission before expressing the views of another agency or practitioner to a child, young person, parent or carer
- Notify Children's Specialist Services, Social Care if a child with a 'Protection Plan' has an unexplained absence from school for more than 2 days
- Transfer information about vulnerable pupils who have left your school to their new establishment immediately

Please note that from February 2011, SafetyNET has ceased to operate in Sheffield. Please contact the Safeguarding advice line as an interim measure.