



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

Introduction

“Schools have an important role to play in dealing with child abuse. School staff, through their day-to-day contact with children, are uniquely placed to observe outward signs of abuse, changes in behaviour or a failure to develop.”

Times Educational Supplement
November 1992

An Academy policy on Child Protection, including parental involvement, is a necessity in order that all those involved with the daily life of a school can share a common philosophy, code of practice and terminology. Teachers require a firm and clearly stated framework within which to work that the important issues are thoroughly covered and reinforced, but with enough flexibility for teachers to develop creative and interesting ways of fostering Child Protection awareness. A Child Protection policy should be known by all staff, teaching and non-teaching, and governors and should be made known to all parents.

Objectives

- To encourage all children towards a positive self image.
- To equip all children with the appropriate tools to make reasoned, informed choices, judgements and decisions.
- To keep the school well-informed about Child Protection issues.
- To provide a model for open and effective communication between teachers, parents and other adults working with children.

There are several means by which the Academy’s policy on Child Protection will be put into effect.

- By providing an environment within the classroom in which every child is valued as a member of the community.
- By allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.

Origination	Authorised by	Issue No.	Page 1 of 31	Date
Epm	Jcc	Rev A		22/06/06



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

The Role of the Child Protection Co-ordinator

(Designated Teacher for Child protection)

- To ensure that all staff, both teaching and non-teaching, know about, and have access to, the guidelines and procedures for child protection, and that all cases of concern are reported in the correct way.
- To attend training on child protection organised by the local authority.
- To have responsibility for sharing information with all members of staff.
- To keep the Principal informed both of the welfare of individual students on the child protection register and of general child protection issues within the school.
- To be aware of other agencies involved with child protection in the local authority and to liaise with them.
- To ensure that the school is represented at case conferences with relevant information or, failing that, that a report is submitted to conference from the school.
- To ensure, together with the Principal, that any decisions made by a child protection conference which involve school staff are carried out as agreed at the conference.
- To offer informed advice and guidance to teachers unfamiliar with child protection conference procedures and with the type of information required.
- To be a key professional support, together with the Principal, to members of staff to whom students have disclosed abuse.
- To ensure that information about a child on the child protection register is passed on to a new school.

The Designated Teacher for Child Protection at The North Liverpool Academy are Mark Ken Tudor and Monica Tomlinson

The Nominated Governor for Child Protection is

Origination	Authorised by	Issue No.	Page 2 of 31	Date
Epm	Jcc	Rev A		22/06/06



What Types of Abuse Exist?

Abuse may be physical, emotional, sexual, neglect or a combination of these. Below are some brief definitions of these types of abuse.

PHYSICAL

“Physical abuse implies physically harmful action directed against a child; it is usually defined by any inflicted injury such as bruises, burns, head injuries, fractures, abdominal injuries or poisoning.”

C.H. Kempe

EMOTIONAL

“Emotional abuse includes a child being constantly terrorised, berated or rejected.”

C.H. Kempe

SEXUAL

“Sexual abuse is any exploitation of children under the age of 16 for the sexual pleasure, gratification or profit of an adult or significantly older person. This ranges from obscene telephone calls, indecent exposure (flashing), taking pornographic pictures, attempted intercourse, rape or incest.”

Michelle Elliott

NEGLECT

“Neglect can be a very insidious form of maltreatment which can go on for a long time. It implies the failure of the parents to act properly in safeguarding the health, safety and well-being of the child. It includes nutritional neglect, failure to provide medical care or to protect a child from physical and social dangers.”

C.H. Kempe

Origination	Authorised by	Issue No.	Page 3 of 31	Date
Epm	Jcc	Rev A		22/06/06



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

Summary of Main Signs of Physical Abuse (Open University)

	Physical Abuse	Sexual Abuse	Emotional Neglect	Neglect
Injury to child's body or other physical indications	Hand slap marks, Gripping bruises, Bite marks, Cigarette burns.	Bruising on: Breasts, lower abdomen, thighs, buttocks.	Stunted growth and failure to thrive may result from emotional abuse.	Low weight for height. Poor skin tone.
The child's behaviour	Fearful reactions to parental disapproval. 'Frozen watchfulness'	Sexually explicit behaviour. Compulsive masturbation.	Over passivity. Hyperactivity.	Voracious appetite. 'Frozen watchfulness'
Emotional and psychological reactions	Poor attention at school and failure to reach potential.	Loss of self esteem.	Loss of self esteem. Feelings of unworthiness.	Listlessness. Failure to develop normally due to lack of stimulation.
Indirect signs	Unwillingness to undress in front of others.	Bedwetting, Running away from home, Stomach pains.	Unkempt appearance Nightmares	Underachievement at school.

Origination	Authorised by	Issue No.	Page 4 of 31	Date
Epm	Jcc	Rev A		22/06/06



NSPCC Guide for Teachers on Child Abuse

Repeated signs of physical injury, such as cuts or bruising:-

- Children who suffer from untreated lingering illnesses;
- Significant and unwarranted changes in behaviour;
- Deterioration in school work;
- Behaviour that is aggressive or violent;
- An air of detachment;
- Behaviour that is overly compliant;
- Sexually explicit behaviour or aggressive and inappropriate sex play;
- Open, continual masturbation;
- Reluctance to go home;
- Prolonged or frequent absence from home;
- Reluctance to join in social activities at school or to make friends;
- Distrust of adults;
- Psychosomatic 'tummy pains';
- Eating problems, over-eating or loss of appetite;
- Disturbed sleep, nightmares, bed-wetting;
- Running away from home, self-inflicted wounds;
- Depression, withdrawal, reverting to younger behaviour;
- Secretive, exclusive relationships with adults.

"There may be a pattern of minor injuries over time, or inadequate, muddled or inconsistent explanations which alert you to the possibility of abuse. Be aware that even for 'experts', abuse is not easy to diagnose."

All symptoms need to be seen in the context of the child's own personality. While one or a combination of the above signals could reflect disturbance, that disturbance may have nothing to do with abuse.

It is not the teacher's role to make a diagnosis, but to share suspicions with the Principal, possibly via the liaison teacher.

NEVER keep such suspicions to yourself.

Origination	Authorised by	Issue No.	Page 5 of 31	Date
Epm	Jcc	Rev A		22/06/06



Do's And Don'ts For Workers If A Young Person Tells You That They Are Being / Have Been Abused

Abuse may be physical, emotional, sexual, or neglect, or a combination of these.

Teachers and school staff have a duty to try to protect children from abuse and may be involved at any stage from suspicion and identification, through investigative procedures, to monitoring and supporting abused children, who most often, remain in the same school. A smaller number of children may be new to the school because they have been moved away from their families.

What Might Children Be Feeling?

- Guilt (family break-up, punishment of perpetrator, 'my fault').
- Anger (with perpetrator, with non-protective parent, with themselves).
- Shame, feeling different, dirty.
- Insecurity, distrust of adults.
- Sadness, depression.
- Low self-esteem.
- Sexual over-stimulation.
- Fear (of perpetrator, of other adults, of 'telling').
- Conflict of emotions, especially if perpetrator is also loved.

What Sort Of Behaviour Might Result?

- Difficulty in attending, concentrating, learning.
- Aggression, sudden over-reaction, mood swings, violent tantrums.
- Excessive withdrawal.
- Attention-seeking, flirtatious, sexually provocative, precocious.
- Seeking trouble, blame, punishment.
- Eating, sleeping difficulties, tiredness, forgetfulness, carelessness of appearance.
- Obsessive behaviour – cleaning things, being perfect (work or appearance).
- Absence from school.

Origination	Authorised by	Issue No.	Page 6 of 31	Date
Epm	Jcc	Rev A		22/06/06



DO

- Believe the young person and tell them you believe them.
- Tell the young person you're glad they told you.
- Acknowledge that the young person has been brave to tell you.
- Reassure the young person that what's happened to them is not their fault; that the abuser is responsible for what has happened to them.
- Be honest about your own position, whom you will have to tell and why.
- Keep the young person fully informed about what you are doing / what's happening at every stage.
- Give the young person information about other confidential sources of help (phone lines, etc.).

DON'T

- Make promises you can't keep.
- 'Interrogate' the young person with lots of questions. It isn't your role to carry out an investigation – that is up to the Social Services / NSPCC / Police.
- Cast doubt on what the young person has told you. It has taken a lot of courage for them to tell.
- Say anything which may make the young person feel responsible for the abuse (e.g. "Why haven't you told anyone before?").
- Communicate feelings of anger without stating that it is the abuser you feel angry towards; the young person may think you are angry with them.
- Panic. When confronted with the reality of abuse there is often a feeling of needing to 'act immediately'. Action taken too hastily can be counter-productive.

Origination	Authorised by	Issue No.	Page 7 of 31	Date
Epm	Jcc	Rev A		22/06/06



Procedures

Identification of a Child at Risk

All school staff should have access to this document (support, kitchen, welfare, site manager, etc.) In order to identify a child at risk three conditions must be met:

- There must be some definable behaviour on the part of the parent/adult towards the child. This may be physical and/or emotional and it may be an act of omission or commission. It is important to be concrete and specific about the behaviour.
- The harm must be currently demonstrable or confidently expected on the basis of professional judgments, which judgment may be supported but not replaced by research evidence.
- A causal link must be identified between the behaviour of the parent/adult and the actual or potential harm to the child.

If these three conditions are met, there exists an inescapable requirement for intervention on the grounds that the child is AT RISK.

Indications of Child Abuse

The ability of staff to recognize warning signs will depend on their own experience, but can be heightened by knowledge of what to expect. Overt signs of abuse must be acted upon at once, they include:

- a child saying he/she has been abused;
- a child with non-accidental injuries, and/or injuries to the genital area;
- a third party reporting that a child is being abused;
- a child who is excessively sexualized;
- a child who attempts suicide; and
- a child who sexually abuses another person.

Immediate Action

In the case of **observed abuse**, of whatever kind:

- The staff member must inform the Principal or other deputed senior member of staff who then arranges for the child to be referred to the school doctor or nurse. The Principal or other must keep a record of all information which could be used as evidence and should ensure that the Social Services local district office is informed immediately.
- In the case of obvious injury to the child, the Principal or other should make arrangements for the child to be accompanied to the casualty department of the nearest children's hospital.

Origination	Authorised by	Issue No.	Page 8 of 31	Date
Epm	Jcc	Rev A		22/06/06



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

ALDER HEY CHILDREN'S HOSPITAL, Tel. 228 4811: Ref Child Protection Guidelines.

The parents of the child will be informed by the Social Services Directorate.

Origination	Authorised by	Issue No.	Page 9 of 31	Date
Epm	Jcc	Rev A		22/06/06



Suspected Or Disclosed Abuse

In the case of suspected or disclosed abuse, of whatever kind:

- Inform the Principal or other who will then contact the duty social worker at the local Social Services District Office giving the name of the child, other children within the family, D.o.B., and reasons for concern. The school nurse should be informed.
- The child should not be re-interviewed by school staff or Principal without first liaising with the local Social Services District Office.
- The Social Services Directorate will inform the parent.
- On entering school premises, a social worker needs to produce identification to the Principal or other.
- A social worker may interview a child in school with the Principal's permission. When interviewing the child, the staff member in whom the child has confided should also be present.
- A child should not be removed from the school without the Principal's and/or parent's permission or an Emergency Protection Order.
- Any difficulties in following the above – Principal should again contact ..tba..

Subsequent Action and Communication

- In every instance a report of the case and the action taken should be sent immediately to the Director of Children's Services.
- The staff member should make a written report of what has happened which must be kept in a secure and confidential place.
- The procedure of confidentiality should be followed at all times.
- Case conference proceedings resulting in a child's name being placed on the Child Protection Register will be sent in confidence to the Principal.
- When a child changes school, the Principal must inform the Principal of the new school that the child has been the subject of child protection procedures and if the child's name is on the Child Protection Register.

If A Member Of Staff Is Suspected Of Child Abuse

In cases where a member of staff is thought to be involved in a case of child abuse, either the Principal or the designated teacher for Child Protection should be informed, who then will follow the set procedures as in all cases of suspected abuse.

Origination	Authorised by	Issue No.	Page 10 of 31	Date
Epm	Jcc	Rev A		22/06/06



Monitoring, Recording And Records

Well-kept records are essential to good child protection practice. They should be of a regular format. The information provided in them should be safeguarded and when the time arises, they should be transferred as a child and/or family moves to or from an area.

Records must be accurate and clear and contain all the information known to the agency about the child and family.

Records should include:

- Copies of letters
- Reports
- Details of telephone conversations
- Contact with parents;
- Medicals

Careful note should be made of dates, times and personnel involved.

Records should be:

- Relevant
- Exact / factual
- Complete
- Objective
- Rumour free
- Dated
- Short.

Origination	Authorised by	Issue No.	Page 11 of 31	Date
Epm	Jcc	Rev A		22/06/06



How Should Records Be Kept?

Child protection records should be kept separately from a student's academic record in a secure place.

Academic records should be 'signposted' and child protection records made available to other members of staff via the Principal or Designated teacher.

Contents and incidents should be recorded showing dates and personnel involved.

Monitoring

"The contributions of a child's teachers can be invaluable in the careful process of monitoring. Teachers are in the unique position of being the only adults outside a child's family who see the child almost daily."

Working together under the Children Act (1989)

Origination	Authorised by	Issue No.	Page 12 of 31	Date



When Is Monitoring Appropriate?

- Following a consultation (as opposed to a referral) on a case which is not considered by the Social Services to need their immediate involvement
- A child may be monitored for the signs and symptoms of possible abuse.
- When a child has been the subject of an investigation but not a conference and where there is still some concern.
- When a child's name is placed on the child protection register. The teacher may be involved in reviews.

How Should Monitoring Be Done?

- It is suggested that a notebook is kept to monitor children's behaviour for any further signs of abuse.
- Any notes made will be for the personal use of the teacher concerned to:
 - construct reports for reviews
 - provide a report for entry into the child protection record
 - construct a witness statement should proceedings be taken in the future.
- Notebooks should only have the teachers' names on the outside and should be kept securely to retain confidentiality of the information. The child should be identified by the initial of their forename and date of birth only.
 - Notebooks should be destroyed:
 - when a child is deregistered
 - when a child leaves the class / school
 - when a report has been completed or the information contained in the booklet for the main child protection record.

What Details Should Be Recorded?

When recording observations of behaviour, it would be useful to address the following details:

- details of behaviour
- where does this take place?
- when does this take place?
- with whom does this take place?
- frequency of behaviour
- sequence (following what, before what does the behaviour occur)

Origination	Authorised by	Issue No.	Page 13 of 31	Date



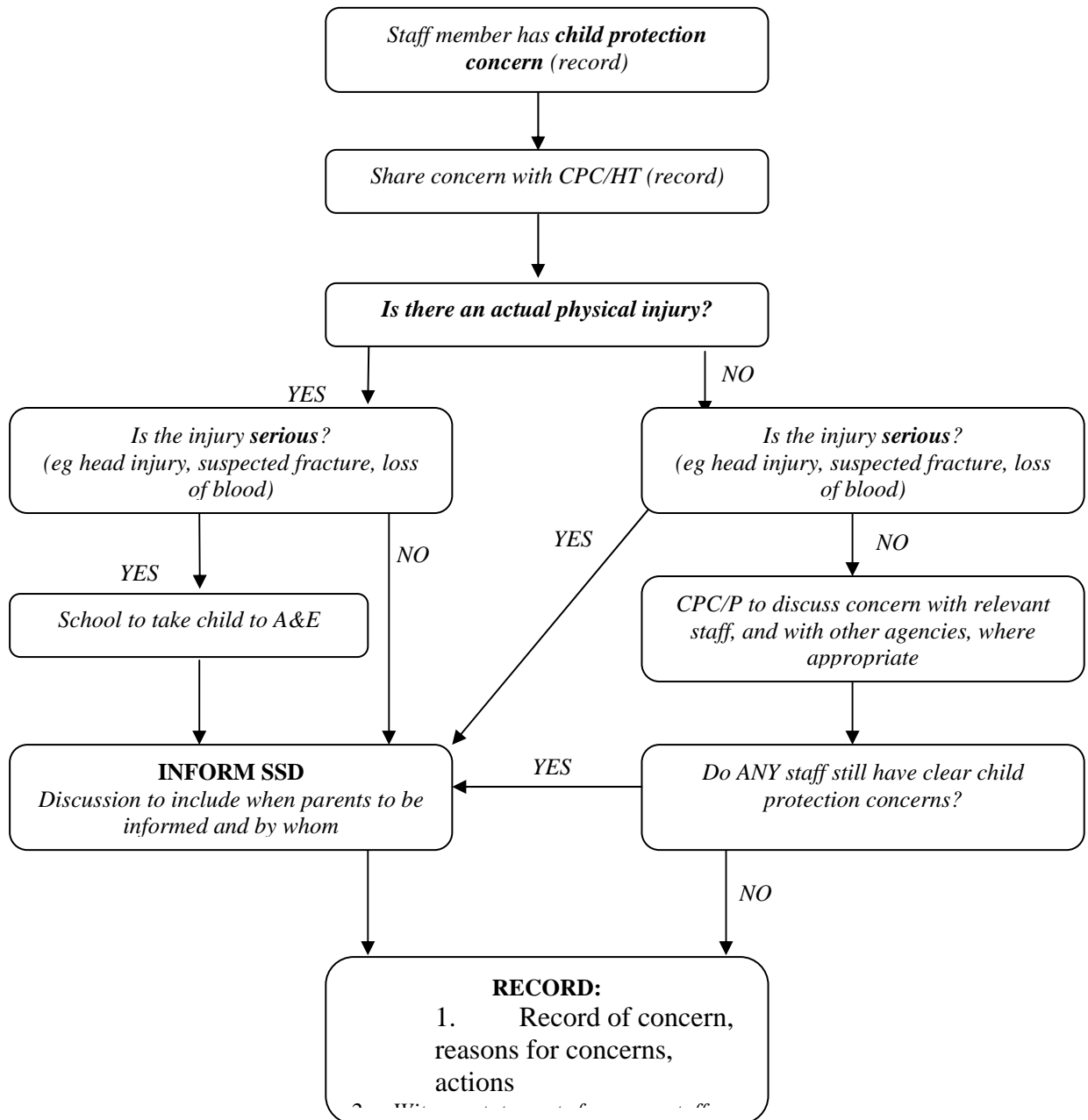
Confidentiality

- Subjective comments about a student's personality should only be recorded insofar as they are necessary to provide an appropriate educational service. If confidential information is sent elsewhere, this should be done with the knowledge and/or consent of the student.
- Precautions should be taken to ensure that information is only given to the appropriate person.
- All personnel working within the school should be aware of the confidential nature of personal information about a student and of the means of maintaining that confidentiality.
- If students are giving personal information about themselves, this should be done where privacy is ensured.
- Personal information about a student's family should be regarded as confidential.
- Any disclosure by a student should be led by the student at his/her pace, without pressure for detail from the teacher.
- If abuse is suspected, information should be given only to strictly relevant people, e.g. Principal or designated teacher.
- Other members of staff need only enough to prepare them to act with sensitivity to a distressed student. They do not need to know details.
- The student should be kept informed of who knows, and what they know, at all stages of the procedure.

Origination	Authorised by	Issue No.	Page 14 of 31	Date



In-School Child Protection Flow Chart



CPC=Child Protection Co-ordinator P-Principal A&E=Accident & Emergency (Casualty)
 SSD=Social Services Department (Local Duty Officer)

Origination	Authorised by	Issue No.	Page 15 of 31	Date



Remember

- To delay reporting a suspicion of abuse could be disastrous.
- In many cases, teachers will be the first adults to see a child after he or she has been abused.
- Many forms of abuse have no physical symptoms.
- The diagnosis of abuse is difficult - even for experts. If in doubt, ask for advice and guidance.
- It is vital to liaise with other relevant agencies – no matter how minor the child's injury is.
- It is important to listen carefully to the child, to take what is said seriously and never promise to keep it secret.
- It is inappropriate to question a child closely about the details of an abuse. This should be left to an interviewer skilled in asking such questions.
- Children will usually only confide in people they feel they can trust.
- It is essential that all agencies work together to protect children.
- The protection of the child should have first priority.

Origination	Authorised by	Issue No.	Page 16 of 31	Date



Effective Prevention

Effective prevention (creating safe children) depends on:

Caring School Ethos

- which actively promotes self esteem
- which has a child-centred policy

Classroom Management

- which encourages independence
- which encourages self confidence and assertiveness

Clear Policies For...

- sex education
- health education
- equal opportunities
- anti-oppressive behaviour
- behaviour / bullying

Respect For The Child's...

- colour
- gender
- race
- religion

Good Links With...

- parents or other carers
- other professionals working with children

A Curriculum Which Offers Opportunities To...

- solve problems
- form judgments
- make decisions
- make choices

A Curriculum Which Offers Opportunities To Discuss...

- emotions
- relationships
- good and bad secrets
- safe and unsafe touches
- bullying
- assertiveness
- parenting skills.

References: Child Protection File – Humberside CC 1993

Origination	Authorised by	Issue No.	Page 17 of 31	Date



Child Protection: Policy is Only the First Step

Schools have an important role to play in dealing with child abuse. School staff, through their day-to-day contact with children, are particularly well placed to observe signs of abuse, changes in behaviour, or failure to develop.

The Child Protection Policy should be made known to all staff, teaching and non-teaching, and governors and should be made known to parents. It should cover:

- Handling the immediate situation. What are the procedures of the school? Who can be contacted for advice? What records of action and events are to be kept? What counselling is available to support the member of staff concerned?
- Managing the family contact. Are staff prepared for the reactions of the family? How will personal feelings arising from confrontations be dealt with?
- Record-keeping: To what use may records be put? Is the present system common to all teachers in the school? Who has access to the records?
- Monitoring: Are staff aware of the need for vigilance when there is a suspicion of abuse, actual evidence of injury or a disclosure? Is attendance, behaviour, performance and care of the child monitored? Is there a regular exchange of information between those who need to know about the child and its circumstances?
- The responsible person for child protection: Is there a senior member of staff who can be approached by staff and governors to discuss any concerns about suspected child abuse? He or she should be responsible for setting the correct procedures in motion if child abuse is reported or suspected and for making all staff aware of the procedures to be followed.

Governors have a key role, both in monitoring how their school has prepared for dealing with cases of actual or suspected abuse and in receiving reports of how the school policy is working. They should not expect to be notified of particular cases, but should be informed of the number of suspected or actual incidents.

When making appointments, governors should ensure that references are taken up on all staff employed at the school and that all recruits and volunteer helpers undergo police checks. Governors could ask what checks the education authority carries out on firms providing home-to-school transport or building contractors working at the school. (Appendix 1)

The school policy should make specific reference to the procedures to be followed if a member of staff at the school, including the Principal and the person responsible for child protection, is suspected of abusing children.

Origination	Authorised by	Issue No.	Page 18 of 31	Date



Setting out appropriate policies is only the first stage. The governing body needs to understand that staff will also require training to recognise and respond to child abuse. Information about the school's procedures and the named responsible person should form part of the induction of all staff who are new to the school.

Schools and colleges also have a role in preventing abuse through their curriculum. They can help students to acquire relevant information, skills and attitudes to resist abuse, and they are also responsible for preparing children for the responsibilities of adult life. Much of this work is addressed through personal, social and health education. Governors have a responsibility for determining what sex education should be offered in their schools.

Every school needs a clear policy on acceptable standards of student behaviour. In drawing up such a statement to guide the Principal, governors should make clear their views on bullying and abuse of children by other children.

Jenny Brown – Governor Development Manager, Essex C.C.

The Impact of Child Abuse

Supporting Staff

When a child shares information about an abusive incident with a member of staff, or when suspected abuse is confirmed, those adults involved are likely to feel very upset, emotionally drained and perhaps guilty. It is important the support is given when necessary and that colleagues are aware of the effects of involvement with an incident. Though details should be kept confidential, it is useful for people to be able to talk with someone and to express their feelings. It is likely that this will be necessary more than once and that support may need to be on-going, especially if the case goes to court and the member of staff is a witness.

Supporting The Child

The school can provide a stable, secure environment for the child during the very stressful time of the investigation, the case conference and afterwards. In many cases the school will be the only area of a child's life where the normal routine continues.

Teachers have the skills and the sensitivity to help children through this difficult period and afterwards, but there is a need to be cautious regarding possible case conference evidence when talking with the child.

Origination	Authorised by	Issue No.	Page 19 of 31	Date



Statement for Parents

It is strongly recommended that all parents should be informed of the school's duties and responsibilities under the local Child Protection Procedures. The following statement is suggested as a basis for inclusion in the school's information to parents.

Because of day-to-day contact with children, schools are particularly well-placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of the local child protection procedures, to report their concern to the social services department immediately.

Origination	Authorised by	Issue No.	Page 20 of 31	Date



Child Protection Guidelines for Non-Teaching Staff

Procedure for dealing with Child Protection issues:

- If a child makes a disclosure – or if you suspect a child abuse related issue:
 - comfort and reassure child
 - offer listening ear
 - do not delve and ask questions
 - do not promise confidentiality
 - make no promises whatsoever.
- Alert class teacher (confidentially).
- Speak to teacher with responsibility for Child Protection or Principal or Deputy Principal (depending on accessibility).
- Do not discuss with any other person – inside or outside of school.
- Await direction from Child Protection Co-ordinator.
- Be prepared to 'log' information with support of Child Protection Co-ordinator.
- Do not expect a continual update of incident – only a reassurance that it is under control and being monitored.

Origination	Authorised by	Issue No.	Page 21 of 31	Date



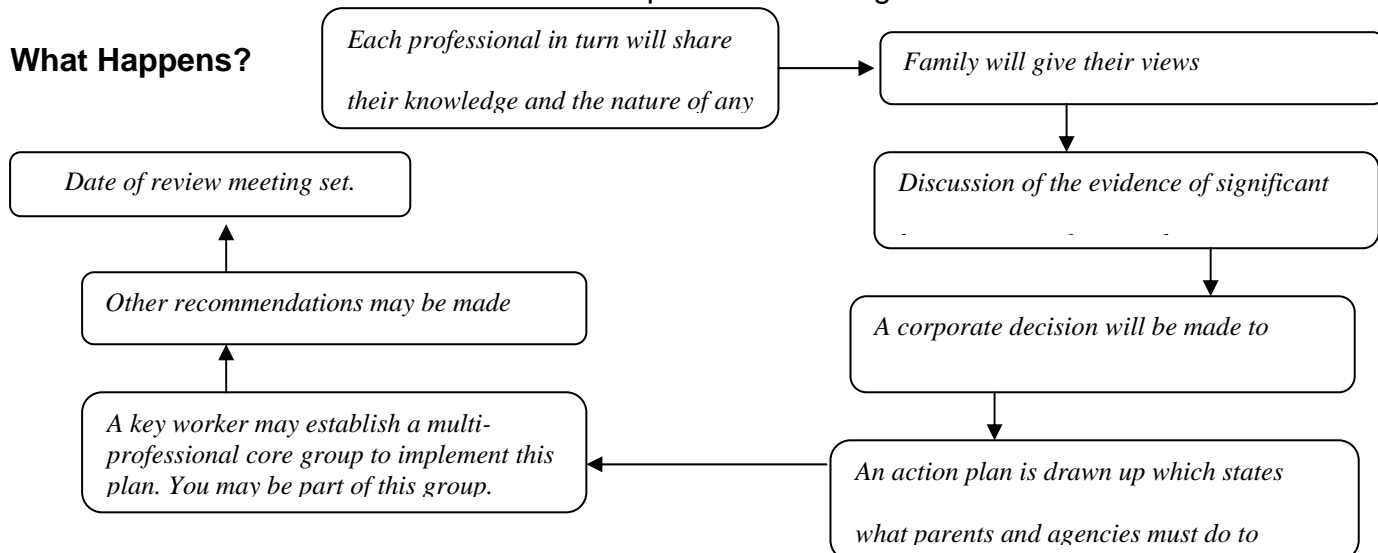
Why Is There A Case Conference?

- To pool information about the child and family.
- To establish the facts.
- To assess future risk to the child.
- To decide whether there are sufficient grounds for placing the child's name on the child protection register.
- To draw up a child protection plan.

Who Will Be There?

The Chairperson will be a team manager or principal practitioner from social services. Others attending will be social workers, police, health personnel, members of the family and other professionals as appropriate. The guidelines set a minimum attendance of social services plus two other agencies.

What Happens?



What Kind of Information Will The Conference Need?

- General health and emotional well-being of the child
- Educational progress in comparison with peers
- How the child relates to peers and adults
- Parental contact and attitudes
- Home conditions
- Any injuries or information given by the child
- Child's view of themselves and their family
- Any knowledge of the wider family
- Attendance
- History of any concerns

These areas should be used as headings for a written report; factual information should be clearly distinguished from professional opinion.

Origination	Authorised by	Issue No.	Page 22 of 31	Date



Children and Young People in Public Care

The term 'Public Care' has 2 separate categories:

- a. Those provided with accommodation
- b. Those who are 'in care'.

The Designated Teacher for children educated in public care in school istba...

Looked after Children are vulnerable and will sometimes suffer from low self esteem. School provides a stable environment where each child understands what is expected of them and knows the routines and procedures. The school will have great knowledge of the child and will be able to support him/her in the most appropriate way.

To assist in supporting the child properly these procedures are to be followed.

1. Each child will have a case file opened.
2. The file will be kept separately and information will be shared with staff.

Staff teaching a child who is designated LAC will need to have information about the child in order to make decisions as to how best support the child.

Other staff who will access to the information will be the Principal, **Head of Year**, school nurse, AWO and the link governor for Child Protection.

3. Each child will have a Personal Education Plan. This will be drawn up by the **Head of Year**, the child, parent / carer / social worker (whichever is appropriate).
4. Discussions with the child / parent / carer / social worker will provide guidance as to the most appropriate support required for the child.
5. The Head of Year and the designated teacher will attend Statutory Care reviews. If this is not possible then a written report will be prepared and sent to the meeting.
6. Regular meetings between the home and the school will take place (wherever possible) in order to develop and to promote an effective partnership so that the child is supported outside of school.
7. Looked After Children will be monitored for attendance and progress.
8. Information with regards to Looked After Children will be passed to the

Origination	Authorised by	Issue No.	Page 23 of 31	Date



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

Governors via the link Governor.

Origination	Authorised by	Issue No.	Page 24 of 31	Date



APPENDIX 1

Child Protection Screening Document

Volunteers and staff new to the school/service: this applies to all supply staff and current governors

Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.

It is the policy of the Academy to safeguard the welfare of children and all others involved in the school's activities by protecting them from physical, sexual and emotional harm.

It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Behaviour is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Behaviour whether they work with children, young people or adults. Details of the steps to take if abuse is alleged or suspected are detailed in the Academy's Procedures for Investigating Allegations of Child. It is important to remember that Academy staff are not investigating officers. **If there is an allegation or suspicion of abuse then this must be reported immediately to the Child Protection Co-ordinator or Principal, whose responsibility it is to refer to agreed investigation procedures.** At all times the welfare of the child is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.

These procedures exist, not to discourage adults from being involved in the life of this school, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

All adults coming into contact with children and young people in this school must comply with the Child Protection Policy and Code of Behaviour. As one such person, you are required to sign a copy of this document. By signing, you agree to comply with the policy and follow the Code of Behaviour. The form must be read, discussed, signed and handed to the Principal or other designated person before you take any duties in this establishment. **In all matters of child protection, the welfare and safety of the child is the paramount consideration.**

Origination	Authorised by	Issue No.	Page 25 of 31	Date



Procedure

If you suspect that a child / young person is being abused:

1. Immediately tell the Child Protection Co-ordinator or Principal;
2. Record the known facts and give them to the above person.

If a child or young person tells you he/she is being abused:

1. Allow him/her to speak without interruption, accepting what is said;
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Child Protection Co-ordinator or Principal;
3. Immediately tell the Child Protection Co-ordinator or Principal;
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the designated Child Protection Co-ordinator or Principal.

If you receive an allegation about any adult or about yourself:

1. Immediately tell the Child Protection Co-ordinator or Principal;
2. Record the facts as you know them and give a copy to the designated Child Protection Co-ordinator or Principal.

You must refer. You must NOT investigate.

Code of Behaviour

- Do** treat everyone with respect.
- Do** provide an example you wish others to follow.
- Do** plan activities so that they involve more than one person or at least are in sight or hearing of others.
- Do** respect a young person's right to personal privacy.
- Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they don't like, and try to provide a caring atmosphere.
- Do** remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do** act as an appropriate adult role model.
- Do not** permit abusive youth/peer activities (e.g. bullying, ridiculing).
- Do not** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.
- Do not** jump to conclusions without checking facts.
- Do not** make suggestive remarks/gestures or tell sexist/racist 'jokes'.
- Do not** rely on your good name to protect you. It may not be enough.
- Do not** believe it could not happen to you. It could.

Origination	Authorised by	Issue No.	Page 26 of 31	Date



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

Every adult or other helper will be required to disclose all criminal convictions whether spent or not. Checks may be made on anyone who has not already been the subject of vetting by this or any other organisation.

Name
Date of birth (day) (month) (year)
Address
.....
.....
Postcode

Other names by which I may be or have been known
.....

Please delete as appropriate

- I have obtained a police clearance certificate which I have shown to the Principal or designated member of staff.
- I am willing to be checked against police and other records.
- I have not incurred any criminal convictions relating to, nor have I committed any offences of abuse or causing harm to children or young people, or any other offence which may be relevant to the work which I may undertake in this school.
- I am not aware of any other investigations, which may have been held, or may be currently in progress, concerning my behaviour towards others.

I have read and understood this document, consent to the appropriate checks being made, and agree to adhere to the Child Protection Policy and follow the Code of Behaviour.

Signed

Date

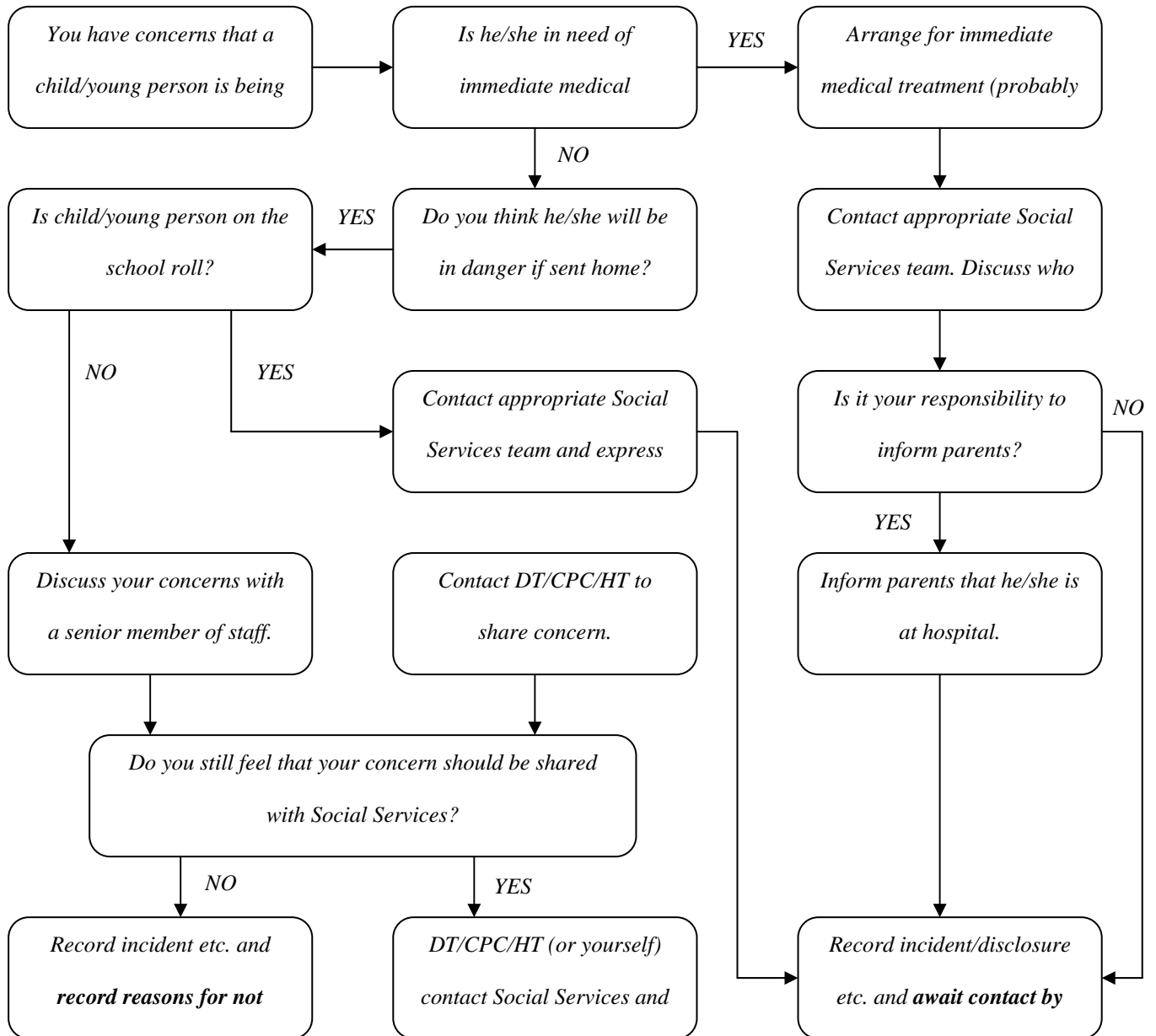
Signature of Principal / other appropriate officer
.....

Position held

Origination	Authorised by	Issue No.	Page 27 of 31	Date



Child Protection Policy: Appendix 2



Origination	Authorised by	Issue No.	Page 28 of 31	Date



Safeguarding Children

Revised Child Protection Guidance for Education

[ref: DfES/0027/2004] Section 175 of the education Act 2002

The objective is to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in education settings
- identifying children and young people who are suffering or likely to suffer from significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.

To achieve this objective the school is required to have in place procedures designed to:

- prevent unsuitable people working with children and young people.
- promote safe practice and challenge poor and unsafe practice.
- *identify instances in which there are grounds for concern about a child's welfare, and take appropriate action to keep them safe.*
- contribute to effective partnership working between all those involved with providing services for children.

The act came into force on June 2004 and places a duty on LEAs and Governing bodies to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children in their schools.

The Academy has a Child Protection policy, which identifies the designated Child Protection Officer and the link governor for Child Protection. All staff receive regular training on child protection issues and the CPO attends relevant training sessions.

The child protection procedures in school are in line with the LEA and are followed by all staff and any associated groups of people such as cleaners and catering staff.

Procedures for dealing with allegations of abuse against members of staff are in accordance with LEA guidelines and all staff are made aware of them and are made aware of the boundaries of professional conduct.

All staff are also aware that they can raise concerns about poor and unsafe practise and that these concerns are dealt with sensitively and quickly.

Safe recruitment practices exist that ask for appropriate checks to be in place and require all staff to sign the screening document However safeguarding and promoting the welfare of children covers more than child protection.

Origination	Authorised by	Issue No.	Page 29 of 31	Date



Safeguarding Children

Safer recruitment and Selection in Education Settings.

[Ref : DfES/1568/2005 June 2005]

This guidance aims to assist schools to review and, where appropriate, modify their recruitment and selection practice to strengthen safeguards that help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them.

The guidance responds to recommendations of the Bichard Report [June 2004] into the tragic deaths of Holly Wells and Jessica Chapman.

The guidance states, "*In future OFSTED evaluations will include an assessment of whether the school operates recruitment and selection procedures that meet the recommendations of the guidance.*"

The scope of the guidance is wide, addressing every aspect of the recruitment, from job and person specifications, and advertising, to post appointment induction.

The governing body recruits staff following fair selection procedures, however in light of the recommendations in the guidance the governors propose to adopt the principles of safer practise as stated in the guidance.

Principles of Safer Practice

- all job descriptions will include reference to the responsibility for safeguarding and promoting the welfare of children
- the person specification will include specific reference to suitability to work with children.
- the school will obtain and scrutinise comprehensive information from applicants, and take up and satisfactorily resolve any discrepancies or anomalies, [such as unexplained gaps in employment history]
- the school will obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and will follow up any concerns.

This may result in the school producing its own proforma for references.

- all candidates will be interviewed face to face and that the interview will explore the candidate's suitability to work with children as well as their suitability for the post.
- the Academy will verify the successful candidate's identity.
- the Academy will verify the successful candidate's academic or vocational qualifications.

Origination	Authorised by	Issue No.	Page 30 of 31	Date



NORTH LIVERPOOL ACADEMY

CHILD PROTECTION POLICY

- there will be a check on the successful candidates previous employment history and experience.
- there will be a check on the successful candidate's health and physical capacity for the job
- the Academy will carry out the mandatory CRB check [enhanced]

Origination	Authorised by	Issue No.	Page 31 of 31	Date