



Joseph Leckie
Academy

Child Protection Policy

This policy is reviewed annually

Approved by Governors

14/02/2018

Joseph Leckie Academy Child Protection Policy

Designated Safeguarding Lead: Mrs Marie De Rome
Deputy Designated Safeguarding Lead: Acting Principal Miss Rachel Cook
Nominated Designated Safeguarding Governor: Pam Wade
Nominated Chair of Governors: Matloob Hussain

Monitoring and reviewing the Child Protection Policy

The policy will be reviewed annually by the governing body. It will be implemented through the schools induction and training programme, and as part of day to day practice.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on *insert date*.

It is due for review on *insert date* (up to 12 months from the above date).

Signature Date

Principal
Signature Date

Chair of Governors
Signature Date

Policy

For the purposes of this policy, safeguarding is defined as ‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’¹

This Child Protection Policy forms part of a number of documents and policies which relate to the Academy’s safeguarding responsibilities and should be read in conjunction with the Staff Code of Conduct, Whistleblowing Policy and Behaviour Policy as well as the DfE’s guidance entitled ‘Working Together to Safeguard Children’ (2013) and ‘Keeping Children Safe in Education’ (2014).

The procedures outlined in this policy follow those established and advocated by Walsall’s Safeguarding Children’s Board (WSCB).

For further information on the work of WSCB, please see their website at www.wlscb.org.uk

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Ethos

We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the Academy and where political issues are brought to the attention of the students; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

Joseph Leckie Academy Child Protection Policy

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- The *Teacher Standards 2012* state that all teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All school staff have a responsibility to provide a safe environment in which children can learn.

¹ DfE guidance: ‘Keeping children safe in education’ – April 2014

- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the designated safeguarding person staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- All staff members should be aware of systems within the Academy which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy, staff code of conduct, behaviour policy and the role of the designated safeguarding Person. (Keeping Children Safe in Education, DfE April 2014)

The Children Act 2004 places a statutory responsibility as follows:-

Education and schools: - All people working in education and school contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, all members of staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by section 175 of the Education Act 2002

Keeping Children Safe in Education April 2014

In April 2014, the DfE updated the statutory guidance on safeguarding. Full guidance, **Keeping Children Safe in Education** at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Eight page summary for staff at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300319/KCSIE_FINAL_8PG.pdf

Policy Aims

Our aim is to do all we can to protect and safeguard the well being of all of our students. There are three main aims to our Child Protection Policy:

Prevention: by creating a positive Academy atmosphere and providing high quality teaching and pastoral support to students;

Protection: by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;

Support: by providing support for students and Academy staff and for children who may have been or are being abused.

Our aims are as follows:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking regulated activity;
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Reasonable Force Policy for details);
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the Academy's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with SEND, LAC and Young Carers
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met;
- maintaining records, policies and procedures.

Staff awareness

Academy staff and volunteers are often in the best position to notice signs and symptoms of abuse because they are in daily contact with children. All staff will undertake training - Introduction to Safeguarding and Promoting the Welfare of Children & Families which will be refreshed every three years.

We will **guide** all staff to **value** the Child Protection policy and procedures to ensure that all staff have up to date knowledge of Safeguarding issues so that they are aware of their role in

early identification of signs of abuse and so that they know the appropriate procedures to follow. Where staff feel that a child's situation isn't improving, staff should 'press for re-consideration' concerns should always lead to help for a child at some point.

The principle of this policy is to inform Joseph Leckie Academy staff, parents, volunteers and governors about the Academy's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out. The health, safety and well-being of all our children are of paramount importance to all the adults who work here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying

The Designated Safeguarding Person routinely delivers safeguarding briefings/ updates/ legislation changes to all staff via safeguarding briefing emails and Frog staff noticeboard available on the school website.

All new staff receive safeguarding induction within seven working days of commencement of their contract, including where to locate the Child Protection Policy electronically.

Temporary staff and volunteers are made aware of the school's safeguarding policies and procedures and induction sessions are provided with the Designated Safeguarding Person at regular intervals throughout the year for new staff that join mid-year.

The Designated Person/s receive refresher training at two yearly intervals to keep their knowledge and skills up to date and ensure all staff members receive appropriate child protection training every three years so that they know :

- their personal responsibility;
- the local procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support and respond to a child who tells of abuse.

The Designated Safeguarding Person will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Training

The WSCB offers training in Safeguarding Children and Young People, Child Protection, Safer Recruitment and other topics relating to safeguarding children. Staff training is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations. Further information about these courses can be accessed via the WSCB website at www.wlscb.org.uk

All governors and staff have a shared responsibility to safeguard children. However, there are certain designated persons in school with more specific roles and responsibilities:

The Role of the Designated Person for Child Protection -Marie De Rome.

The Designated Person (DSP) will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training.

Training: The DSP will:

- recognise how to identify and respond appropriately to signs of abuse and neglect and when it is appropriate to make a referral.
- have a working knowledge of how Walsall's Local Safeguarding Children's Board operate, Walsall's Child Protection Procedures, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to and understands the Academy's Child Protection Policy.
- ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately when they arise.
- be able to keep detailed accurate secure written records of referrals/concerns.
- obtain access to resources and attend any relevant or refresher training courses at required frequencies.

The Role of the Principal

- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- ensure sufficient resources and time is allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter - agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing policy.

The Role of the Governing Body

Nominated Governor for Child Protection – Pam Wade is responsible for maintaining:

- a regular contact with DSP
- awareness of current responsibilities and requirements in relation to Child Protection by attending appropriate professional development activities.
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The Governing Body is accountable for ensuring their establishment:

- The Academy has a safeguarding policy in accordance with the procedures of Walsall Safeguarding Board;
- The school operates, –safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The Academy remedies any deficiencies or weaknesses brought to its attention without delay;
- The Academy has procedures for dealing with allegations of abuse against staff/volunteers.
- has an annual child protection item on the governing body agenda.

The governing body reviews its safeguarding policies/procedures annually

The Nominated Governor for child protection at the Academy is Pam Wade. Pam Wade is responsible for liaising with the Principal and Designated Safeguarding Person over all matters regarding child protection. The role is strategic rather than operational – they will not be involved in concerns about individual students or cases.

Dealing with concerns and disclosures- Roles and responsibilities

Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that staffs actions do not jeopardise and legal action against the abuser.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth.

When should staff and volunteers be concerned about children and young people:-

- a child may disclose something that has upset or harmed them
- someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- a child might show signs of physical injury for which there appears to be no explanation
- a child's behaviour may suggest he or she is being abused
- the behaviour or attitude of one of the staff towards a child may cause concern
- a child demonstrates worrying behaviour towards other children.

To consult with your DSP for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Person for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your Designated Senior Person for child protection contact the Local Children's Services 01922 658170.

Joseph Leckie Academy procedure when someone is concerned about a child or young person

- all concerns for children and young people should be recorded on standard pro forma's Academy welfare concern form, if an injury has occurred the body chart must be used together with the Concern Form (available on FROG).
- all concerns should be recorded as soon as possible (and within one hour)
- all concerns should be referred to the DSP Marie De Rome or Rachel Cook with the relevant completed form
- all concerns of significant harm should be referred to the Local Authority Children's Services without delay (see appendix 1)
- all concerns shared with the DSP should be considered for Walsall's Safeguarding Children's Board Multi Agency thresholds (Child Protection, Early Help offer) Threshold information available on FROG
- All concerns of allegations in relation to staff and volunteers' harmful behaviour should be referred to the Acting Principal Rachel Cook. Where an allegation or

complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors **Matloob Hussain** without notifying the Principal. The allegation will be discussed immediately with the LADO before further action is taken. See appendix 2

Record Keeping

If a child makes a disclosure to a member of staff or other adult working in Academy s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of the disclosure.

Blank Academy Welfare Concern forms and Body maps are available on FROG. Child Protection records are kept centrally and securely by the DSP and are shared on a 'need to know' basis only. They will be held separate from the student's curriculum file.

Partnership with parents

The Academy shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have the permission or it is necessary to do so in order to protect a child/young person.

The Academy will, in most circumstances, endeavour to discuss all concerns about their children with parents/carers. **There may, however, be exceptional circumstances when the Academy will discuss concerns with Children's Social Care and or the police without parental knowledge.** The Academy will, of course, always aim to maintain a positive relationship with all parents. This Child Protection Policy is available on the Academy website and in paper form on request.

The Academy will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

Child Support

Section 17 of the Children Act 1989 aims to identify those children and families in need of support. Where the child is not at risk of significant harm, but it is believed that the family would benefit from receiving services from Children's Social care.

Child Safety

Section 47 of the Children Act 1989 places a duty on Children's Social Care to assess those children who are deemed to be either at risk of suffering significant harm or likely to suffer significant harm. Parents/carers permission must be sought before discussing a referral about them with other agencies, unless permission seeking may itself jeopardise the investigation or place a child at risk of harm. If you suspect that a child is being abused but there is nothing directly stated, seek an explanation for your concerns as appropriate, usually from parents/carers and or the child without raising the question of abuse.

Listening to Children

Experience, and consultation with children, shows that children will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in the Academy know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children also want to know that they will be listened to and their concerns will be taken seriously, so the Academy will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk. All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSP as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. Staff will record the discussion with the student as soon as possible and take action in accordance with the Academy's child protection procedures.

If a child chooses to disclose, the member of staff or other adult in the Academy **WILL**:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.

Staff will NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE THE ACADEMY WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

What information will you need when you make a referral to children's Social Care

You will be asked to provide as much information as possible; such as:

- child's full name
- date of birth
- address,
- Academy
- GP
- languages spoken
- any disabilities the child may have,
- details of the parents and other siblings
- chronology of previous concerns

Do not be concerned if you do not have all these details, you should still make the call.

You should follow up the verbal referral in writing, within 24hrs. This should be done on a WSCB 1 Referral form. Referral form can be downloaded from the WSCB website www.wlscb.org.uk under Child Protection Procedures or FROG under resources, legislation and guidance.

Call the Multi Agency Screening Team (MAST), Quest Building, 139-143 Lichfield St, Walsall. Tel: 01922 658170

Indicators of harm, signs, symptoms and definitions of Abuse and Neglect

Recognising Child Abuse

The following signs may signal the presence of child abuse or neglect.

The Child:

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

The Parent:

- Shows little concern for the child
- Denies the existence of, or blames the child for, the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse

A form of abuse which may involve:

Hitting	shaking	throwing	poisoning	burning
scalding	drowning	suffocating	or otherwise	causing physical harm

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of Physical Abuse

- Unexplained recurrent injuries such as burns bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for PE
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Seems frightened of the parents and protests or cries when it is time to go home
- Reports injury by a parent or another adult caregiver

Consider the possibility of **physical abuse** when the parent or adult caregiver:

- Offers conflicting, unconvincing explanations or no explanations for the child's injuries
- Describes the child as 'evil' or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Physical abuse vs. Discipline

In physical abuse, unlike physical forms of discipline, the following elements are present:

- **Unpredictability.** The child never knows what is going to set the parent off. There are no clear boundaries or rules. The child is constantly walking on eggshells, never sure what behaviour will trigger a physical assault.

- **Lashing out in anger.** Physically abusive parents act out of anger and the desire to assert control, not the motivation to lovingly teach the child. The angrier the parent, the more intense the abuse.
- **Using fear to control behaviour.** Parents who are physically abusive may believe that their children need to fear them in order to behave, so they use physical abuse to –keep their child in line. However, what children are really learning is how to avoid being hit, not how to behave or grow as individuals.

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyber 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, though it may occur alone.

Signs of Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-deprecation ('I'm stupid, ugly, worthless' etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes in behaviour, such as overly compliant or demanding behaviour extreme passivity, or aggression
- Has attempted suicide
- Reports a lack of attachment to the parent
- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking)

Consider the possibility of **emotional abuse** when the parent or adult caregiver:

- Constantly blames, belittles or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child
- Calls names and makes negative comparisons to others
- Tells a child he or she is 'no good', 'worthless', 'bad' or 'a mistake'

- Frequently yells, threatens or bullies
- Ignores or rejects the child as punishment, giving him or her the 'silent treatment'
- Limits physical contact with the child – no hugs, kisses or other signs of affection
- Exposes the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling or a pet

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Having difficulty walking or sitting
- Suddenly refusing to change for PE or to participate in physical activities
- Reports nightmares or bedwetting
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of **sexual abuse** when the parent or adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Neglect

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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Neglect

- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- Constant hunger
- Constant tiredness
- Emaciation
- No social relationships
- Destructive tendencies
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school

Consider the possibility of **neglect** when the parent or adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Effects of child abuse and neglect

All types of child abuse and neglect leaves lasting scars. Some of these scars might be physical, but emotional scarring has long lasting effects throughout life, damaging a child's sense of self, ability to have healthy relationships, and ability to function at home, at work and at school. Some effects include:

Lack of trust and relationship difficulties - Abuse by a primary caregiver damages the most fundamental relationship for a child—that they will safely and reliably get their physical and emotional needs met by the person who is responsible for their care. Without this base, it is very difficult for them to learn to trust people or know who is trustworthy. This can lead to future difficulties in maintaining relationships due to fear of being controlled or abused. It can also lead to unhealthy relationships because as an adult they do not know what a good relationship is.

Feelings of being “worthless” or “damaged” - If a child is being told repeatedly that they are stupid or no good, it is very difficult to overcome these feelings. As adults they may not strive for more education, or may settle for an inferior job, because they don't believe they

are worthy of more. Sexual abuse survivors, with the stigma and shame surrounding the abuse, often struggle with a feeling of being damaged.

Trouble regulating emotions - Abused children cannot express emotions safely. As a result, the emotions get suppressed, coming out in unexpected ways. Adult survivors of child abuse can struggle with unexplained anxiety, depression, or anger. They may turn to alcohol or drugs to numb out the painful feelings.

Risk factors for child abuse and neglect

While child abuse and neglect occur in all types of families—even in those that look happy from the outside—children are at a much greater risk in certain situations:

Note: Domestic violence is not one of the four types of abuse and neglect, but it is always a child protection issue.

Domestic violence - Witnessing domestic violence is terrifying to children and emotionally abusive. Even if the mother does her best to protect her children and keeps them from being physically abused, the situation is still extremely damaging. If a parent is in an abusive relationship, getting out is the best thing for protecting the children.

Alcohol and drug abuse - Living with an alcoholic or addict is very difficult for children and can easily lead to abuse and neglect. Parents who are drunk or high are unable to care for their children, make good parenting decisions and control often dangerous impulses. Substance abuse also commonly leads to physical abuse.

Untreated mental illness - Parents suffering from depression, an anxiety disorder, bipolar disorder, or other mental illness have trouble taking care of themselves, much less their children. A mentally ill or traumatised parent may be distant and withdrawn from his or her children, or quick to anger without understanding why. Treatment for the caregiver means better care for the children.

Lack of parenting skills - Some caregivers never learnt the skills necessary for good parenting. Teen parents, for example, might have unrealistic expectations about how much care babies and small children need. Or parents who were themselves victims of child abuse may only know how to raise their children the way they were raised. In such cases, parenting classes, therapy, and caregiver support groups are great resources for learning better parenting skills.

Stress and lack of support - Parenting can be a very time-intensive, difficult job, especially if they are raising children without support from family, friends, or the community or they are dealing with relationship problems or financial difficulties. Caring for a child with a disability, special needs, or difficult behaviours is also a challenge. It's important they get the support they need, so they are emotionally and physically able to support their child.

REMEMBER YOU HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD

Receive Reassure React Record Refer Reflect

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

- If you need to clarify information ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *"Can you describe to me..."*
- **Never** ask leading or suggestive questions e.g. *"Did he/she do anything that they shouldn't have done?"*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the student to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.

Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

Immediately inform the Designated Senior Person for child protection Marie De Rome or in her absence Keith W Hittlestone who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

REFLECT

Ask yourself if you have done everything you can within your role.
Refer any remaining concerns to the designated person, e.g. any knowledge of siblings in the school, or previous contact with parents.
Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality

Preventing unsuitable people working with children

Joseph Leckie Academy operates safer recruitment practices including ensuring appropriate Disclosure and Barring Service (DBS) checks (previously known as CRB checks) and reference checks are undertaken according to the DfE document _Keeping Children Safe in Education (2014).

Joseph Leckie Academy ensures that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with children and parents. All new staff are provided with a copy of the Staff Code of Conduct during their induction as part of the wider issue of ensuring professional boundaries are maintained.

The Academy also ensures that staff and volunteers are aware that sexual relationships with children aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of Miss Rachel Cook and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in the Academy may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for the fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable children or young person who is targeted. These children need adults they can trust to safeguard their welfare.

DON'T THINK WHAT IF I'M WRONG - THINK WHAT IF I'M RIGHT

Reasons for whistle blowing:

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

To prevent the problem worsening or widening

To protect or reduce risks to others

To prevent becoming implicated yourself

What stops people from whistle blowing?

Fear of starting a chain of events which spirals out of control

Disrupting the work or project

Fear of getting it wrong

Fear of repercussions or damaging careers

Fear of not being believed

Allegations involving a member of staff / volunteer

Joseph Leckie Academy is committed to have an effective recruitment and human resources procedure, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the WSCB.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Acting Principal Rachel Cook. If your concern is about the Principal you must speak to the Chair of Governors.

Information sharing should not be a barrier but in the unlikely event that you cannot access the people above please discuss your concerns with the Local Authority Designated Officer, Alan Hassall (01922) 654040 or 07432 422205.

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

**** All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day.**** (call 01922 65400 or 07432 422205)

A senior member of the Human Resources section for the agency must also be consulted. The LADO will discuss the matter with Rachel Cook the Acting Principal to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care is required and/or whether disciplinary action is appropriate.

Most allegations will require immediate referral to the Children's Social Care and the Police, but common sense and judgement must be applied in reaching a decision about what action to take. If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure (this can be found on the WSCB website www.wlscb.org.uk). Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care.

However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear

to come within the scope of this procedure so that he or she can consult Police and Children's Social Care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

The police investigation of a possible criminal offence

Enquiries and assessment by Children's Social Care as to whether the child is in need of protection or in need of services

Consideration by an employer of disciplinary action in respect of the individual
In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

More information and the full Walsall Safeguarding Children Board Child Protection Procedures can be found at www.wlscb.org.uk

Safer Recruitment

Joseph Leckie Academy is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Governing Body and the Leadership Team are responsible for ensuring that the Academy follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role in line with the DfE document -Keeping children safe in education 2014.

We ensure that all appropriate measures are applied in relation to everyone who works at Joseph Leckie Academy and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes Governors/volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following will apply:

A DBS Enhanced Disclosure for Regulated Activity is obtained for all new appointments to our setting, where the individual has unsupervised access to students unless the individual has previously registered with the Disclosure and Barring Update Service when we will check the update service for a 'real time' update on the Enhanced Disclosure.

A DBS Enhanced Disclosure with a Children's Barred List Check will be obtained for volunteers when their volunteering involves unsupervised access to children. Where the individual has registered with the DBS update service, this will be used to gain a real time update on the Enhanced Disclosure;

Governors who have unsupervised access to children on a regular or frequent basis will also be subject to an enhanced DBS Disclosure and be checked against the Children's Barred List; NOTE: settings are not legally entitled to request a check against the Children's Barred List for Volunteers including Governors when they do NOT have unsupervised access to children. Schools may however, if they wish, still ask Governors to hold an Enhanced Disclosure;

Existing volunteers and parents who only accompany staff and children on one off outings or trips that do not involve an overnight stay, or who help at specific one off events such as sports day, do not require a DBS check for regulated activity, and will always have reasonable supervision. In this circumstance, schools are, however, legally entitled to request an Enhanced Disclosure for volunteers but NOT a Barred List check;

This school is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff and others who come into contact with pupils;

All new appointments to our Academy's workforce who have lived outside the UK will be subject to additional checks as appropriate;

The Academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy;

Identity checks will be carried out on all appointments to our Academy's workforce before the appointment is confirmed.

We will inform ALL staff including volunteers that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We will NOT allow an individual whose suitability has not been checked including through a criminal records check, to have unsupervised contact with children.

The Governing Body will ensure that at least two appropriate members of the Academy's team have complete accredited Safer Recruitment Training. There will always be at least One member of every interviewing panel who has completed Safer Recruitment training

Referral to the DBS

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

Referrals are made to the DBS when an employer or an organisation has concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. In these circumstances, the employer or regulatory body must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service

If the Academy dismisses or removes a member of staff/volunteer from working with children and/or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult we have a legal duty to inform the DBS.

An organisation which knowingly employs someone who is barred is breaking the law.

A person barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/volunteer with these groups.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children.

Safeguarding allegations against another student

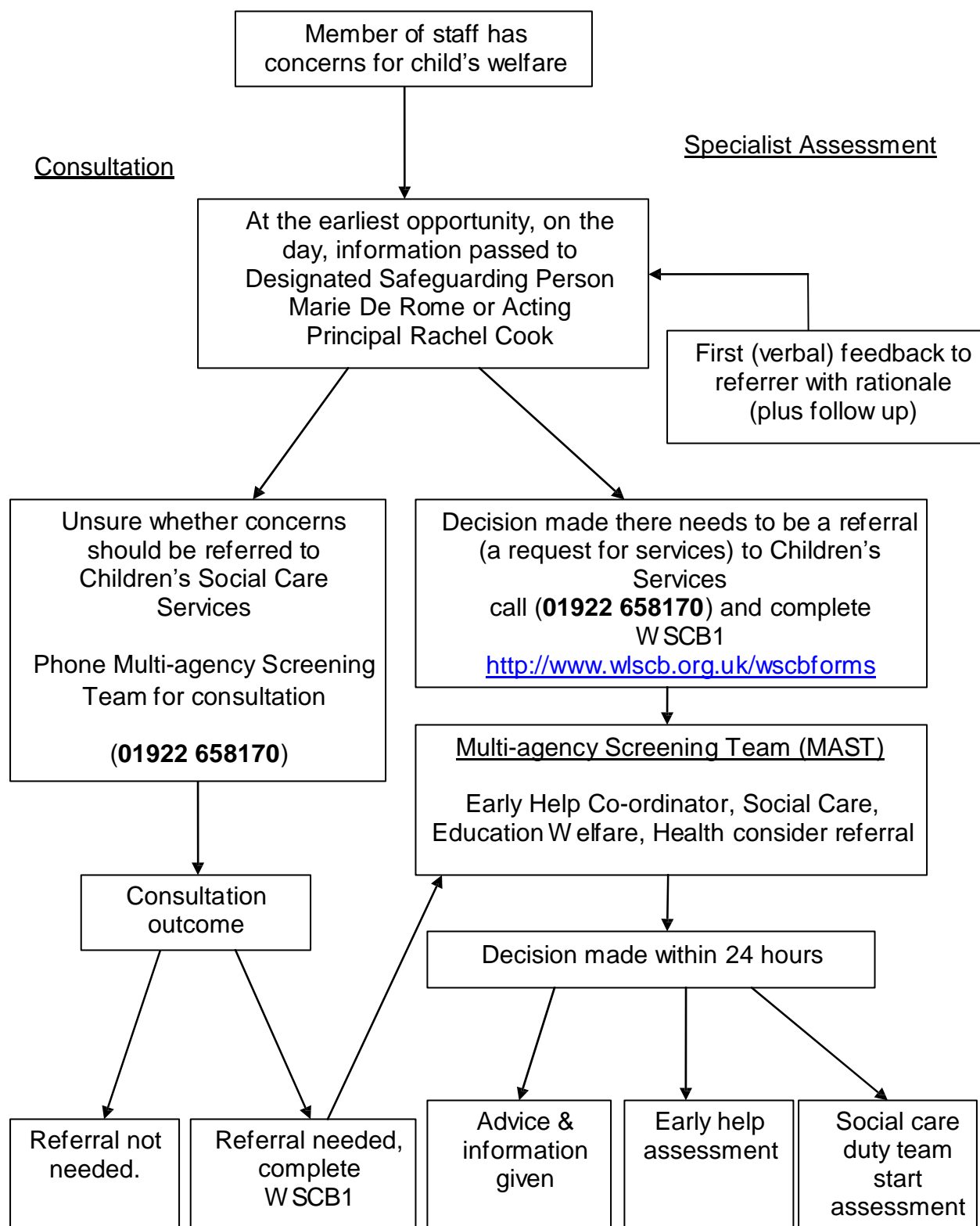
A student against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply. Allegations against another student are set out in a separate document and are reviewed annually by the Governing Body.

What to do

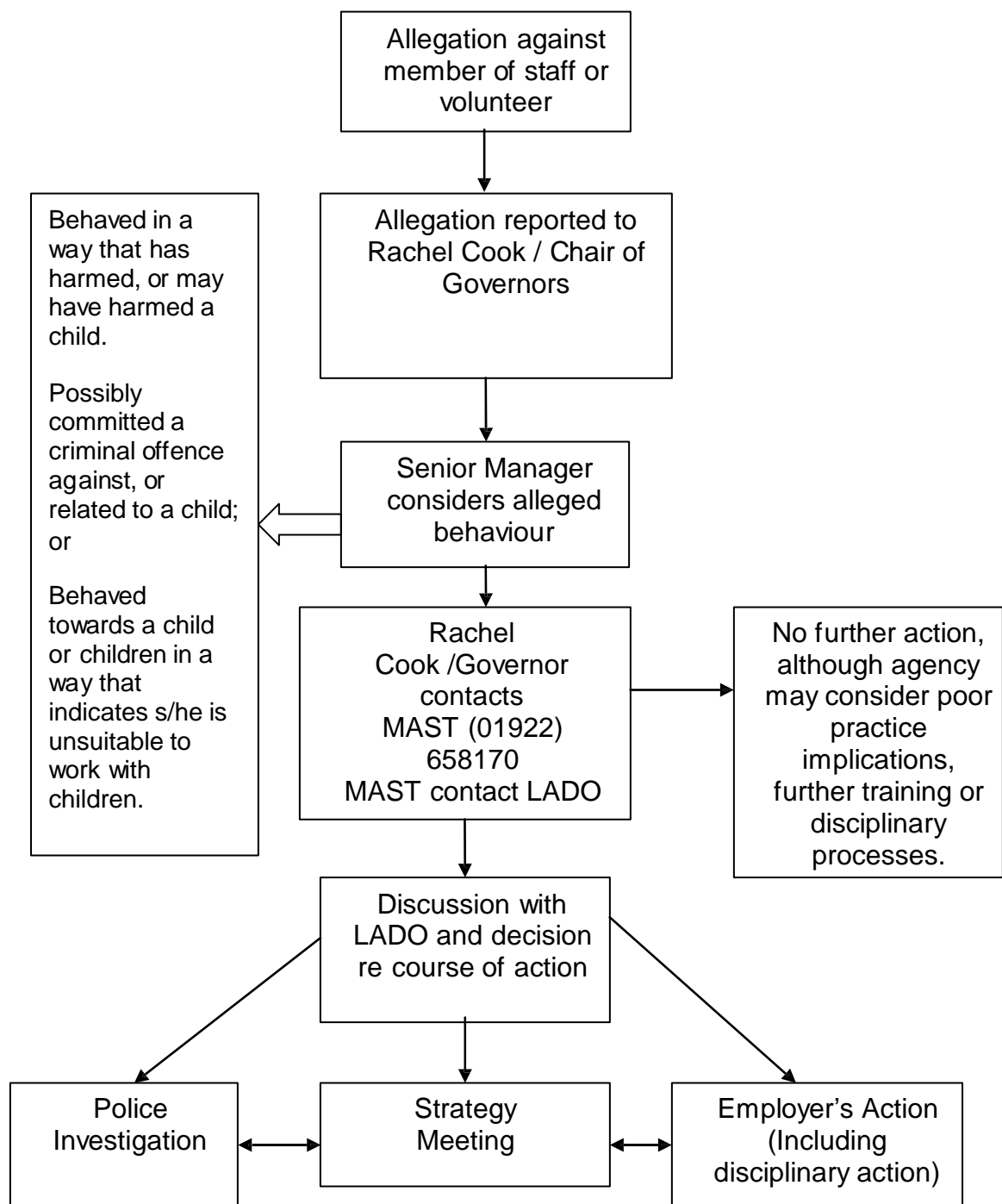
When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Person (DSP) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSP should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSP will follow through the outcomes of the discussion and make a social services referral where appropriate.

Appendix 1: Flow Chart

Multi-Agency Screening Team (MAST) in Walsall



Appendix 2: Managing Allegations Against Staff and Volunteers



Assessment by Children's Services e.g. s47 Child Protection Enquiry

LADO tracks progress, monitors outcomes and reports to LSCB and DfE

Current Safeguarding Issues

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law in England. Joseph Leckie Academy does not condone practices that are illegal and which are harmful to children.

Examples of particular practices are:

Identifying cases of female genital mutilation (FGM) and Forced Marriage

At Joseph Leckie Academy will believe that all our students should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our Academy has few children from these backgrounds and consider girls in our Academy safe from FGM, we will continue to review our policy annually. Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Joseph Leckie Academy is a –safe environment where students feel able to discuss issues that they may be facing;
- The Designated Safeguarding Persons are aware of the issues surrounding **FGM** and Forced Marriage;
- Advice and signposting is available for accessing additional help, e.g. the Forced Marriage Unit, FGM help line, Freedom Charity, NSPCC’s helpline, Child Line, Karma Nirvana
- Awareness raising about FGM is incorporated in the Academy’s safeguarding training. (Need to have this training as soon as possible as a whole school. I believe Ofsted are showing a particular interest in this area of safeguarding).

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised: to alert the DSP to their concerns. The DSP will then refer concerns to Walsall Children’s Social Care, who will inform the police if they need assistance. If a student has disclosed that they are at risk in this way, the case will be referred to Walsall Children’s Social Care even if it is against the student’s wishes.

Do not consult or discuss with the student’s parents or family, or others within the community.

Honour Based Violence

Honour based violence‘ is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community’. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage.

Where it is suspected that a child/young person is at risk form Honour based violence Joseph Leckie Academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where it is suspected that a child/young person from Joseph Leckie Academy is at risk or is suspected of or actually being trafficked /exploited we will report our concerns to the appropriate agency.

Child Sexual Exploitation

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

Where it is suspected that a child/young person from Joseph Leckie Academy is at risk or is suspected of or actually being sexual exploited we will report our concerns to the appropriate agency.

Children with Statements of Special Educational Needs

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

Bullying and Racism

The Academy's Anti Bullying Policy, including racism, is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. Similarly, repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a -victimless act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at Joseph Leckie Academy.

Students can engage in or be a target of cyber bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

The best protection is to make students aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education.

Protection is Prevention

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information Policy Central, Cyber Sentinel software monitoring and reporting student behaviour
- Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Person should be informed immediately)
- Students should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Students should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media under the guidance of the Principal.

Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Joseph Leckie Academy we will encourage the full attendance of all of our students at the Academy. Where we have concerns that a child is missing education because of suspected abuse, we will report to Walsall Children's Services to effectively manage the risks and to prevent abuse from taking place.

We recognise that full attendance at the Academy is important to the well-being of all our students, enabling them to access the opportunities made available to them from our Academy. Attendance is monitored closely by the Attendance Intervention Officer, Home School Liaison Officer and Heads of House when the patterns of absence are of concern. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority for more than 28 days and where the care is intended to continue.

It is a statutory duty for Joseph Leckie Academy to inform Walsall Children's Social Care when we are made aware of a child or young person who may be subject to private fostering arrangements.

Reasonable Force Policy

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the Academy are aware of the Positive Behaviour Policy and Reasonable Force Policy.

Looked After Children

The term 'looked after' was introduced by the Children's Act 1989. Children become looked after either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parents. Looked after children will have a care manager who arranges their care plan.

Joseph Leckie Academy is committed to providing quality education for all its students, based on equality of opportunity, access and outcomes. nationally, there is considerable underachievement of looked after children, when compared with peers, and is committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act 2004. It is also drawn up with in the requirements of the 2010 Single Equality Act. The Children Act places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to reach their full potential.

The guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- Prioritising education
- Having high expectations
- Inclusion – changing and challenging attitudes
- Early intervention
- Listening to children

The Guidance introduced two key measures, in order to improve multi-agency co-ordination and improve educational life chances for Looked After Children:

Designated Teachers/Person for every school.

Personal Education Plans for all Looked After Children.

Our Governing Body is committed to ensuring that Designated Teachers/ persons and staff are enabled to carry out their responsibilities effectively.

Roles and Responsibilities of all staff

- Ensure that any Looked After child is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Looked After Children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;

- respond positively to Looked After child's request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no Looked After child is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the academy setting;
- as with all children, have high aspirations for the educational and personal achievement of Looked After Children;
- positively promote the self-esteem of Looked After Children.

Designated Teacher for Looked after children: Mr P Walters

Appendix 4: Glossary of terms

Child – a young person under the age of 18 yrs

Child Protection Enquiry - A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

Early Help Assessment - Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Full Early Help guidance can be accessed via www.mywalsall.org

LADO – Local Authority Designated Officer - The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

Designated Professional Person – each establishment should have a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

Significant Harm – The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Significant Harm is any Physical, Sexual, or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act suspicions or allegations that a child is suffering or likely to suffer Significant Harm may result in a Core Assessment incorporating a Section 47 Enquiry. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

Walsall Safeguarding Children Board (WSCB) - Safeguarding and promoting the welfare of children requires effective coordination in every local area. For this reason, the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board. The WSCB must coordinate what is done by each person or body represented on the Board, for the purpose of safeguarding and promoting the welfare of children in the area of the authority, and ensure the effectiveness of what is done by each person or body for that purpose.