

“Enjoying ‘life in all its fullness’ by achieving your personal best!”



SAFEGUARDING POLICY

THE HEREFORD ACADEMY

1. Introduction

The Hereford Academy recognises that because Academy staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse. The Academy is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.

This policy has been developed in accordance with the principles established by the Children Act 1989 and the guidance provided by DfEE Circular 10/95, The Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children's Rights.

The Governors and staff of The Hereford Academy take seriously our responsibility to safeguard and promote the welfare of all the children and young people entrusted to our care.

2. Designated Safeguarding Manager

- 2.1 The Principal has designated Mrs S Kowal to act as the Safeguarding Manager for the Academy. The Principal shall advise the Governing Body and all members of staff of this and inform them of any changes.
- 2.2 The Principal shall also ensure that all staff and Governors are aware that the Safeguarding Manager's responsibilities include:
 - i ensuring that effective communication and liaison takes place between the Academy and Social Care, and any other relevant agencies, where there is a child protection concern in relation to an Academy student;
 - ii ensuring that all staff have an understanding of child abuse and its main indicators; and
 - iii advising staff on the Academy's and their own child protection responsibilities and supporting staff in their child protection role.

3. Aims

As part of the ethos of the Academy we are committed to:

- Maintaining children's welfare as our paramount concern

The Hereford Academy –Safeguarding Policy – Draft 2 July 2009

- Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the Academy's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.
- 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.
- Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records, which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

4. Roles and Responsibilities

4.1 Academy

The Academy is responsible for ensuring that all action taken is in line with Herefordshire Council's Safeguarding procedure. This process follows the requirements of the central government guidance contained in the Framework for Assessment of Children in Need and their Families and Working Together to Safeguard Children. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the Academy within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The Academy may also have a role in the provision of services to children in need and their families.

All adults at the Academy have a role to play in promoting the welfare of children and protecting them from harm.

The role of the Academy in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

4.2 Designated Safeguarding Manager (Responsibilities)

The Designated Safeguarding Manager is responsible for:

- Coordinating safeguarding within the Academy
- Liaising with other agencies in line with Every Child Matters
- Ensuring that locally established procedures are followed, including reporting and referral processes.
- Acting as consultants for staff to discuss concerns.
- Making referrals as necessary.
- Maintaining a confidential recording system.
- Representing or ensuring the Academy is represented at inter-agency meetings, in particular Child Protection Conferences.
- Managing and monitoring the Academy's part in child care/protection plans.
- Organising training for all Academy staff.
- Liaising with other professionals.

5 General Strategies

This section gives an opportunity for staff to identify the specific ways in which child protection issues are addressed within the curriculum, policies and guidance or through Academy/community initiatives.

This may include:

PHSE

Citizenship

COPE

Behaviour Policy

Safe School Initiative

Every Child Matters

Healthy Schools Initiative

Infozone

6. Procedures

A copy of Herefordshire's Child in Need/ Safeguarding procedure is kept in the staff handbook and contains details of procedures and the categories and definitions of abuse.

6.1 Recognition and categories of abuse

All staff in Academy should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse are listed in a leaflet distributed to all staff and is displayed on the staff room notice board.

6.2 Responding to concerns

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however, insignificant this might appear to be, **should refer** this to the Safeguarding Manager as soon as is practically possible. More **serious concerns must be reported** immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. The member of staff will be asked by the Safeguarding Manager to document briefly the events which have given rise to the concern.

6.3 Disclosure of student

If a child makes a disclosure of abuse to a member of staff they should:

- Tell them that you/they may have to share this information with someone else.
- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying
- Not ask leading questions to probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible
- Inform the Safeguarding Manager immediately
- Remember you cannot promise confidentiality

6.31 Listening to students

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The Academy recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity to students to take respite from the normal day when necessary.

All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with students at all times.

The Academy recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.

6.4 Record Keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on Facility/E Portal, however, explicit comments about C.P issues should not be detailed.

Safeguarding information should be kept separate and it is important that records are factual and reflect the words used by the child or young person. Opinions should not be given unless there is some form of evidence base, which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

6.41 Information to be recorded usually by the Safeguarding Manager

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, previous term's notes
- The incident(s) which gives rise for concern with date(s) and time(s)
- A verbatim record of what the child or young person has said
- If recording bruising/injuries, indicate position, colour, size, shape and time on body map
- Action taken

All written information should be passed to the safeguarding Manager. The Principal should always be kept informed of any significant issues.

6.42 Storage of records

The Safeguarding Manager will ensure that records relating to concerns for the welfare or safety of children are kept separate from other Academy files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

6.5 Referrals to Social Care:

It is the responsibility of the Safeguarding Manager to decide when to make a referral to the Children's Services Directorate. To help with this decision, they may choose to

consult with the Local Authority Designated Officer (LADO). Advice may also be sought from Children’s Services and NSPCC who offer opportunities for consultation as part of the Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children’s Services is made.

In all, but the most exceptional cases, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and, in the event of this becoming necessary, their consent to a referral to Children’s Services will be sought.

Referrals made using Herefordshire’s inter-agency referral form in the Child Concern Model. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the local Children’s Services Referral and Assessment Team.

If a child or young person is referred, the Safeguarding Manager will ensure that the Principal and other relevant staff are informed of this and keep them updated with the progress made.

7. The Safeguarding Register:

The Safeguarding Manager will inform members of staff who have direct pastoral responsibility for children and young people whose names are on the child protection register. These children and young persons must be monitored very carefully and the smallest concern should be recorded and passed immediately to the Safeguarding Manager or the Principal in the Safeguarding Manager’s absence.

8 Confidentiality

The Academy’s Confidentiality Policy is a separate policy but includes the following:

That students should be reassured that their best interests will be maintained, however, staff cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate.

That parents should not be informed of concerns unless staff are certain that the child would not be put at risk by their doing so. (In this policy statement, “parents” means all those having a parental responsibility for a child.)

9. Concerns involving members of staff:

Any concerns that involve allegations against a member of staff should be referred immediately to the Principal who will contact the Local Authority Designated Officer to discuss and agree further action to be taken in respects of the child and member of staff.

10. Code of Practice

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All Academy staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Herefordshire's Positive Handling Policy and the Academy's own Behaviour Management Policy.

All Academy staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

11. Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the Safeguarding Manager.

All newly qualified teachers and classroom assistants have a mentor or coordinator with whom they can discuss concerns, including the area of child protection.

The Safeguarding Manager can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

12. Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Review Panel: The Academy's Governing Body

Designated Officer: Mrs S Kowal, Safeguarding Manager



THE HEREFORD ACADEMY

Protocols for dealing with a complaint about staff

If a complaint is received from a parent or student alleging that a member of staff has assaulted a student, please ensure the following:

- The Safeguarding Manager is informed immediately as well as the Principal or Deputy Principal.

One of these members of staff will contact the Local Authority Designated Officer themselves or through Mrs J Miller, to ascertain whether the academy staff can investigate the complaint.

- If Permission is given to investigate, under their instruction, pastoral staff will be asked to take statements from students individually and they will be passed to the person investigating.

- Parents will be notified by the Safeguarding Manager or their nominated person.

- The member of staff **MUST** be seen personally by the Principal or his representative.

- Once the investigation is complete, the Safeguarding Manager, in conjunction with the Principal, will discuss the findings and reach a decision.

- Statements should not be given to parents but if the police are involved, statements will be released.

- Under no circumstances should the investigation be carried out through email and the matter should **NOT** be recorded on facility E Portal unless it is recorded as 'Interview with student' or 'Discussion with parent about an issue'.

- Once a resolution has been agreed, the member of staff, parents and student will be notified by the Safeguarding Manager or the Principal, or his representative. The incident and outcome will be logged in the relevant C.P book by Mrs J Miller.

- If the allegation is proved to be false, the student will be subject to disciplinary action enforced by the Principal or his representative.

If the Police are involved, it is the Principal's decision whether to suspend the member of staff for the period of the investigation, depending on the outcome.

These arrangements are in place to 'safeguard' all concerned in such circumstances so please ensure you read the Safeguarding Policy and the correct procedures are followed.

HEREFORDSHIRE CHILD CONCERN MODEL
Multi-agency Referral and Assessment Form

Ref

PART ONE - REFERRAL

Use this form only to access additional services from another agency. Before completing it please make contact with the agency you are referring to, and keep a copy your own information. Where needs remain unmet and/or your concerns persist, please also complete PART TWO – ASSESSMENT

Agency referred to		
Date referral made		
Is the parent/carer aware of the referral?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have they consented to it?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the young person aware of the referral?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have they consented to it?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Child/Young Person's details			
Family name	Forenames	DOB	Gender
Also known as			
Address			
Postcode	Tel		
Current address if different from above			
Postcode	Tel		

Child/Young Person's principal carers			
Name	DOB	Relationship to child/young person	Parental responsibility
			Yes/No/Not sure
			Yes/No/Not sure
			Yes/No/Not sure
Address			
Postcode	Tel		

Child/young person's ethnicity									
Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White British	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	White Irish	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	Any other ethnic group	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Any other White background	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Traveller	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>	Any other mixed background				<input type="checkbox"/>	Not given	<input type="checkbox"/>	

Other household members (including non-family members)				
Surname	Forename	DOB	Relationship to child	Tick if also referred
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
Significant family members who are not members of child's household				
Name		Name		
Relationship		Relationship		
Address		Address		
Tel.		Tel.		
Further information (if known)				

	Yes	No	Please give details if known
Does the child, young person or parents have special educational needs, or a disability?			

Key agencies involved with the family with telephone number if known (please tick if relevant)					
Social Services	<input type="checkbox"/>	Police	<input type="checkbox"/>	Academy	<input type="checkbox"/>
General Practitioner	<input type="checkbox"/>	Probation	<input type="checkbox"/>	Education Welfare	<input type="checkbox"/>
Health Visitor	<input type="checkbox"/>	Youth Offending Service	<input type="checkbox"/>	Nursery/pre-Academy	<input type="checkbox"/>
Academy Nurse	<input type="checkbox"/>	Adult Mental Health	<input type="checkbox"/>	Out of Academy care	<input type="checkbox"/>
Community Paediatrician	<input type="checkbox"/>	CAMHS	<input type="checkbox"/>	Childminder	<input type="checkbox"/>
Hospital Paediatrician	<input type="checkbox"/>	Youth Service	<input type="checkbox"/>	Others – please specify	<input type="checkbox"/>

Please indicate below if the family does NOT wish any of the above to be contacted as part of the work

Referrer's current involvement with family	
Reasons for referral	
Parents'/child's view of referral	
Does the child/family present any risks to staff?	Yes/No
If so, how do you suggest these are managed?	
Desired outcomes from service	
Copy given to family members	Yes/No
	Date Signature
Person completing this form	
Agency	
Telephone number	Date
Copies sent to	
Review arrangements	

INITIAL ASSESSMENT OF VULNERABILITY *(please circle)*

Level 1 (critical concern) - Refer to Social Services for initial and core assessments

Level 2/1 (substantial/critical concern) – Consult partner agency and consider reconvening child in need meeting

Level 2 (substantial concern) – Convene child in need meeting to develop, implement and record Action Plan

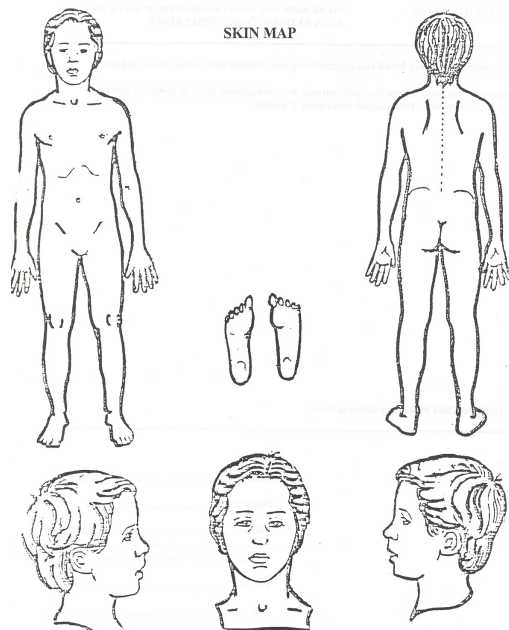
Level 3/2 (moderate/substantial concern) - Consult with partner agencies

Level 3 (moderate/low level of concern) - Single agency response

FOR PROFESSIONAL USE ONLY

Please use this page, if needed, for any additional information on children initially assessed at Level One of the model (critical concern)

Body Map (if applicable)



HEREFORDSHIRE CHILD CONCERN MODEL
Multi-agency Referral and Assessment Form

Ref

PART TWO – ASSESSMENT

Complete this form, with the family as far as possible. It may be used at any level of the model but must be used at Level 2, when a Child in Need meeting should be convened to plan and review provision for identified needs.

CHILD/YOUNG PERSON'S DEVELOPMENTAL NEEDS <i>Please include strengths as well as areas where development is needed</i>
Health
Education
Emotional and behavioural development. Self-care skills
Identity and social relationships
Family relationships

PARENTS'/CARERS' CAPACITY TO RESPOND TO CHILD'S NEEDS. <i>Please record strengths as well as difficulties</i>
Basic care
Ensuring safety
Emotional warmth
Stimulation

Guidance and boundaries
Stability
PLEASE RECORD ANY SPECIFIC ISSUES AFFECTING PARENTS' CAPACITY TO MEET CHILD'S NEEDS.

FAMILY AND ENVIRONMENTAL FACTORS IMPACTING ON CHILD AND FAMILY
How family functions
Wider family and community resources
Housing
Income/employment
ANALYSIS AND CONCLUSIONS
Name and signature of person completing assessment
Date
Parents/child's view of assessment
Copy given to family members Yes/No Date
Signatures

