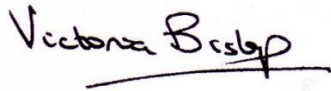


Title	Child Protection Policy
Reviewed	September 2016
Next Review	September 2017 or if guidance changes.
Associated Policies Document: “Keeping Children Safe in Education” September 2016.	Images Of Children Intimate Care Allegations of abuse against staff Whistleblowing Duty of Care Information Sharing E-Safety and code of conduct Anti-bullying Searching Pupils Physical Restraint Looked After Children Children missing from education Female Genital Mutilation (FGM) Guidance document – Guidance for staff on safe working practices with our pupils Self-harm policy Preventing Extremism & Radicalisation Safeguarding – Trust Procedures Child Sexual Exploitation ICT acceptable use policy and cyberbullying
Originator	V Bishop K Blackett
Approved	

Key Personnel

Designated Senior Person (DSP):

Sir Christopher Hatton Academy: Mrs Karen Blackett - Senior Assistant Principal

Victoria Primary Academy: Ms Hayley Scargill - Principal

Oakway Academy: Felicity Botterill- Head of Pupil Safety & Welfare

Ecton Village Primary Academy: Kate Cleaver- Principal

Additional trained DSP:

Sir Christopher Hatton Academy:

Andy Wilson - Associate Principal;
Tracey Pereira- Head of Year and Family Liaison;
Victoria Bishop - CEO/Executive Principal.

Victoria Primary Academy:

Sarah Whiteman – Vice Principal;
Sally Spencer – Assistant Principal;
Rita Mahay – Learning Mentor/Pastoral Support;
Jane Wall - Assistant Principal;
Rachel Spruce - Inclusion Officer.

Oakway Academy:

Clare Wallace - Principal;
Claire Byron - Vice Principal;
Jacinta Gordon - SENCO;
Deena Singh - Welfare Officer;
Terri Needs - Welfare & Attendance Officer;
Kelly Betts, Janet Trotter, Julie Parr - Wrap Around Care Leaders.

Ecton Village Primary Academy:

Karen Perks - Teacher of Years 5 & 6.

Child Protection Director:

Mrs Victoria Bishop - CEO.

Child Protection Policy

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Section A: Principles and Guidance

A1. Policy Statement and Principles

This policy is one of a series in the Hatton Academies Trust's safeguarding portfolio. Our core safeguarding principles are:

- The Hatton Academies Trust's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children and young people make more successful learners.
- Policies will be reviewed regularly (annually) unless on-going evaluation in the Trust, an incident, new legislation or guidance suggests the need for an interim review.
- As a Unicef Rights Respecting Academy, when reviewing its policies and practices the Academy is mindful of the United Nations Convention on the Rights of the Child.

Child Protection Statement

At the Academies of Hatton Academies Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where our children and young people are respected and valued. We are alert to the signs of abuse and neglect and take effective action to ensure that children and young people receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, directors, academy representatives, governors, volunteers and visitors and are consistent with statutory requirements and Northamptonshire Local Safeguarding Children Board's (LSCBN) Inter-Agency Child Protection Procedures www.lscbnorthamptonshire.org.uk. The Trust is committed to working closely with the LSCBN and other agencies to protect and support our pupils.

Policy Statement of Principles

- The welfare and **best** interests of the child are paramount.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- **All staff** have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.
- 'Children' includes everyone under the age of 18. However, these principles are applied to all students in the Trust.

Policy Aims

- To set out procedures ensuring that the Trust meets its responsibilities for safeguarding children from abuse.
- To raise awareness in all our staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To enable staff to feel more confident in recognising signs and symptoms of abuse and to share with appropriate staff any concerns they may have regarding the protection of children.

- To identify the role of the Trust, the Designated Senior Person (DSP) and senior staff in matters relating to child protection.
- To explain the roles and responsibilities of all agencies and to emphasise the importance of working together efficiently.
- To provide a systematic means of monitoring children known or thought to be at risk.
- To clearly identify support structures and procedures within the Trust in cases of suspected child abuse.
- To ensure appropriate training for staff within the Trust and to emphasise the need for high levels of communication between members of staff.

Terminology

Safeguarding and promoting the welfare of children refers to:

- protecting children from maltreatment, abuse or neglect
- preventing the impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- preventing extremism & radicalisation
- taking action to enable all children to have the best outcomes
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering harm.

Staff refers to all those working for or on behalf of Hatton Academies Trust, full time or part time, in either a paid or voluntary capacity.

Child or pupil refers to all young people who have not yet reached their 18th birthday.

Parent/carer refers to birth parents and other adults who are in a parenting role, for example step-parents, carers and adoptive parents.

Context

The Government's published statutory guidance "Keeping Children Safe in Education: Information for all school and college staff" was first published in 2015. *It was updated with effect from September 5th 2016 "Keeping Children Safe in Education: Statutory guidance for schools and colleges"*. All staff must follow the requirements of this document.

Section 175 of the Education Act 2002 and 'Safeguarding Children and Safer Recruitment in Education' issued by DfES 2007 required local education authorities and directors/academy representatives/governors of maintained Academies to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This guidance was updated with the document "Working together to safeguard children 2015".

The Trust's policies and procedures have been updated to meet the statutory requirements and the policy was last reviewed in September 2016.

Research suggests that more than 10% of children will suffer from some form of abuse. In an Academy the size of Sir Christopher Hatton Academy, that would represent 120 children and nearly double this across the Trust. Due to their day to day contact with pupils, Hatton

Academies Trust staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in their Academy when they are in distress or at risk. It is vital that all Trust staff and volunteers are alert to the signs of maltreatment, abuse & radicalisation and understand the procedures for reporting their concerns.

Information for staff

The staff handbook for your academy will have key documents for your information. It is important that you read and show that you understand these key documents. In addition, the Trust website www.hattonacademiestrust.org.uk has all the key policies and information documents relevant to safeguarding that can be referred to as required. In addition ask your line manager or academy reception for a printed copy of any document

The **key documents** in your staff handbook are:

- Staff Code of Conduct
- Child Protection Policy
- Role of the Senior Designated Person (designated senior lead).
- Part 1 of "Keeping Children Safe in Education" September 2016.

The front of the Child Protection Policy names the DSP in each academy and additional staff who have been trained to help as well in the absence of the DSP.

A2. Role and Responsibilities

The Designated Senior Person (DSP)

The Academy DSP is the **main point of contact for all staff** if there are any concerns about the safety and welfare of a child. If they are not available, each academy has additional trained staff or contact the Academy Principal.

The DSP in each academy is a member of the Senior Leadership Team.

The main responsibilities of the designated senior person are:

- Managing referrals
- Training of staff
- Raising awareness.

The job description for the DSP giving detail of the role and responsibilities is provided in Appendix A1

The Board of Directors and Chief Executive Officer (CEO)

The CEO has overall responsibility for child protection and safeguarding on behalf of the Board of Directors. The CEO will act on behalf of the Directors for procedures against staff. The Chair of the Board of Directors will act on behalf of the Board of Directors in the event of allegations against the CEO.

On behalf of the Board of Directors, the CEO will act as Trust Lead Director for child protection matter and ensure that Hatton Academies Trust:

- Has appointed a Designated Senior Person (DSP) in each Academy for safeguarding pupils and ensure that he/she is trained in child protection and inter-agency working and receives further updating at least every two years.
- Has a training strategy that ensures all staff, directors and Academy representatives receive child protection training and that this is appropriate to their role regarding child protection.
- Has made arrangements to ensure that all temporary staff and volunteers, and staff and academy representatives new to the Trust, are made aware of the Trust and individual Academy arrangements for child protection.
- Has a child protection policy and procedures that are consistent with statutory and best practice requirements, reviewed annually and made available to parents on request.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the CEO.
- Has safer recruitment procedures that include appropriate checks.
- Ensures that the Trust Academies contribute to inter-agency working in line with statutory guidance “Working together to Safeguard Children 2015” and “Keeping Children Safe in Education 2016.
- Has a system for reviewing and amending policies and procedures as appropriate
- Academies performance and compliance are audited.

The Principal/Associate Principal

- Ensures that the child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSP and other staff to carry out their roles
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- Ensures that pupil safety and welfare is addressed through the curriculum
- Is responsible for the implementation of the policy and ensuring that the outcomes are monitored.

Other Key Personnel

Each Trust Academy has more than one trained person so that procedures continue and children are supported in the absence of the DSP. These are named on the front of this policy document.

The Staff

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

The Teacher Standards state that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff, including supply teachers and other visiting staff (e.g. school nurses) and those supporting Academy trips, will be informed of the DSP and other trained staff and the Academy’s policy for the protection of children:

- during their first induction to the Trust
- through receiving a copy of this policy and ensuring it has been understood
- through the staff/personnel handbook/Academy/Trust staff website and intranet

- whole staff training or briefing meetings.

All staff are expected to be committed to promoting an ethos where pupils can talk freely and where staff can share their concerns, in the belief that they will be listened to and their concerns taken seriously, and appropriate action taken. All staff need to be alert to the signs of harm and abuse. Form tutors and class teachers have a key role in overseeing the care of pupils in their groups as they have daily contact with them. Physical Education and Performing Arts teachers are in roles that may provide increased opportunity to be alert to changes in pupil's behaviour or physical signs of abuse. They should report any concerns if not immediately, as soon as possible, that day to the Designated Senior Person. If in any doubt they should consult with the DSP.

Staff are asked to sign the “**Code of Ethical Practice**” (**Appendix A2**) and that they have received “Keeping Children Safe in Education” issued by the DfE in September 2016. This is to show their commitment to this Child Protection Policy and our ethos of child protection and safeguarding.

All staff will all receive a copy of this policy “Child Protection Policy”. To confirm their receipt of the policy and other key documents, and their reading and understanding of the contents, staff will be asked to sign a “**Confirmation of Receipt**” form as shown in **Appendix A3**.

Pupils

Pupils will be made aware of the Trust's safeguarding and child protection procedures through a range of measures. These will be constantly reviewed to improve our provision but will include: assemblies, PSHE programme; group tutor/class teacher work; the curriculum; and information provision e.g. through the Academy's VLE. The key information for older pupils will be inserted in the pupil planner. The views of pupils will be sought through their group tutors and class teachers; meetings with senior staff; the Academy Councils and questionnaires.

The curriculum will be reviewed in terms of the opportunities for our students to be taught about safeguarding. This will include an audit of the curriculum to show such opportunities.

A3. Communications and Accountability

The Principal and DSP will meet regularly to exchange information and for the DSPs to keep the CEO informed of Child Protection issues within the Trust academies. Other staff will be informed of issues on a 'need to know' basis but usual practice is that information will be kept confidential between the CEO, Principal, Associate Principal and DSP.

The Principal/Associate Principal will use the regular meeting time to check procedures with the DSP and their performance in role. The Principal and Associate Principal are accountable to the CEO. The CEO is accountable to the Board of Directors.

The DSP in each Trust Academy has a senior post in the Academy and the designated time and authority to carry out the duties required of the post.

A4. Supporting the Child and Partnership with Parents

- Hatton Academies Trust recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The DSP will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

A5. Recognising abuse

This section is for staff guidance.

It is recognised that high levels of self-esteem and confidence, together with supportive friends and easy access to trusted adults, can help to prevent abuse.

The lists below may indicate that a child is being abused. However, in themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaving in such ways.

Abuse is rarely a standalone event. There will often be other signs that matters are not as they should be. For example, drug use, alcohol, truanting, and sexting put children in danger. Peer on peer abuse (see below) can also be a sign or a manifestation of abuse e.g. bullying, violence, sexting, and sexual assaults.

There are five categories of abuse:

- physical abuse,
- emotional abuse,
- sexual abuse,
- neglect
- peer on peer abuse.

A6. Types of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child.

Possible signs of Physical Abuse

- Unexplained injuries or burns – refusal to discuss injuries
- Untreated injuries or lingering illness left unattended
- Admission of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of undressing
- Aggressive behaviour/bullying
- Deterioration in work/behaviour
- Unexplained pattern of absence which may serve to hide physical injuries
- Improbable explanation of injuries
- Bruises and finger marks
- Fear of returning home or of parents being contacted by the Academy
- Fear of medical help
- Over compliant behaviour
- Significant changes in behaviour without explanation

Emotional Abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve the hearing or seeing the ill treatment of another. It may involve serious 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, although it may occur alone.

Possible signs of Emotional Abuse

- Fear of new situations
- Self-harm or mutilation
- Drug/solvent abuse
- Air of detachment – “couldn't care less attitude”
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour
- Eating problems
- Inappropriate, emotional responses
- Compulsive stealing or “scrounging”

- “Neurotic” behaviour – obsessive rocking, thumb sucking
- Depression or withdrawal

Neglect

Neglect is 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/carer failing to provide adequate food or clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate carers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s emotional needs.

Possible signs of neglect

- Constant hunger
- Inappropriate clothing
- Poor social relationships
- Constant tiredness
- Poor personal hygiene
- Untreated medical problems
- Frequent lateness or non-attendance at school
- Low self-esteem
- Compulsive stealing or “scrounging”

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs of Sexual Abuse

- Bruises, scratches or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child’s age – possibly shown in drawings, vocabulary, games, etc
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders

- Over-compliant behaviour
- Unexplained gifts of money
- Changes in behaviour
- Tiredness, lethargy, listlessness
- Sleep disturbances
- Depression.

Peer on Peer abuse

Peer on peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter for professional judgement. Advice should be sought from the Academy DSP if you are unsure.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting, and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSP if:

- There is a large difference in power, for example, age, size, ability, development between the young people; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Staff should seek advice when necessary and should never tolerate abusive behaviour between children or pass matters off as “banter” or “part of growing up”.

Where allegations of peer abuse occur within their academy, the Principal should:

- Work closely with the DSP
- Keep the involved children separate throughout the school day to avoid collusion or intimidation;
- Not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- Keep a log of actions, discussions and decisions
- Contact parents/carers of involved children in light of the information sharing protocol and request that, pending the interview with Children’s social care, they should not discuss the allegation in depth with the child
- If the situation warrants it (for example possible press coverage), sending a letter to all parents/carers of children in the Academy, giving appropriate information about the situation. Seek advice from CYPS on the letter content.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other. The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision-making.

Victims of peer on peer abuse will be supported by the Academy pastoral system and external agencies as required.

A7. Bullying

While bullying between children is not a separate category of abuse and neglect it is a very serious issue. All incidences of bullying should be reported to the relevant pastoral lead and be managed through the Academy's anti-bullying procedures.

Staff are referred to each Academy's behaviour policy and the Trust's "E-Safety Policy" which includes e-safety and cyber-bullying.

A8. Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 – 15 years of age or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undertake FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way. It is considered to be child abuse as it causes physical, psychological and sexual harm.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Signs and Indicators to be aware of

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl/young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl/young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return – this may also be due to a forced marriage
- A girl/young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl/young woman may ask for help, either directly or indirectly
- A girl/young woman who is suffering emotional/psychological effects of undergoing FGM, for example withdrawal or depression
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman/young woman.

Some indications that FGM may be about to take place include:

- A conversation with a girl/young woman where they may refer to FGM, either in relation to themselves or another female family member or friend
- A girl/young woman requesting help to prevent it happening
- A girl/young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin
- A boy may also indicate some concern about his sister or other female relative.

All staff should refer concerns re FGM to the DSP.

Teaching staff should be aware that it is a *statutory requirement* for teachers to report any FGM concerns to the DSP.

Staff are referred to the Hatton Academies Trust FGM Policy

A9. Children with sexually harmful behaviour and child sexual exploitation (CSE)

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the Trust will work with other relevant agencies to maintain the safety of the whole Trust community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

CSE is a form of abuse whereby children are deliberately persuaded to enter into situations where they receive something (for example, gifts, money, food, accommodation) in exchange for sexual activity.

Grooming is the process of preparing a boy or girl for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child into a false sense of security. It always involves manipulation and deceit.

Staff are referred to Hatton Academies Trust Child Sexual Exploitation Policy

A10. Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain.

A11. The Prevent Duty

All schools and academies have a duty to protect pupils from Radicalisation and Extremism. This duty is therefore applicable to all staff and falls within the Trust and individual Academy safeguarding procedures. Concerns regarding radicalisation should be treated in the same way initially as any other safeguarding issues and referred to the DSP.

Staff should be aware that this covers all aspects of extreme views and behaviours e.g. extreme right wing; misogyny; anti-Semitism; not just the more recent high profile Islamist issues.

The Trust “Preventing Extremism and Radicalisation” Safeguarding Policy gives further information and advice.

A12. Good Practice Guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils’ behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the Trust’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- Asking pupil’s permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

A13. Abuse of Trust

All Trust staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person aged over 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The Hatton Academies Trust’s Code of Ethical Practice sets out our expectations of all staff (see Appendix A2).

A14. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

Disabled or have Special Educational Needs (SEND)

Children with special educational needs and disabilities can face additional safeguarding challenges. Staff are to be aware that additional barriers may exist for this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying - without showing outward signs
- Communication barriers and difficulties in overcoming these barriers.

Looked after Children (LACs)

Each academy has a designated senior lead for LACs.

Other vulnerable groups include:

- Living in a domestic abuse situation
- Affected by parental substance abuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live in transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language

Separate procedures are in place for pupils who have poor attendance. These are monitored by the Attendance Officer. Pupils who have not attended the Academy for 10 days are investigated further.

Staff are referred to the Trust's "Children Missing from Education Policy and Procedures".

A15. Support for those involved in a Child Protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

Overall support

This is provided by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact. This will usually be the DSP.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need to know basis only with relevant individuals and agencies (see the Safeguarding Information Hub) for further guidance)
- Storing records securely
- Offering details of help-lines, counselling or other external support
- Following the procedures laid down in our whistle-blowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies

Support for Pupils and families

The Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Academy may be the only stable, secure and predictable element in the lives of children at risk.

Therefore, this Trust will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation
- the Trust and Academy ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of each Academy behaviour management policies
- a consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays
- regular liaison with other professionals and agencies who support pupils and their families
- a commitment to develop productive, supportive relationships with parents/carers, whenever it is in the pupil's interests to do so
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

A16. Staff

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the DSP or a senior member of staff.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation.

Members of staff may be asked to attend a Strategy Meeting. You will need to take any information the Academy may hold.

You may be required to attend a child protection case conference for which you should provide a report.

The DSP will be available to support and advise you.

Any member of staff who is concerned about involvement in child protection issues can discuss the matter with the Designated Senior Person, Principal, Associate Principal or the CEO.

A17. Confidentiality

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer the matter to the Designated Senior Person for the child's own sake. At the same time, the child should be reassured that the matter will only be disclosed to the DSP, who will then decide on appropriate action. However, this course of action may involve discussion with other relevant professionals.

Staff who receive information about children and families in the course of their work should have the information only within a professional context. Child protection records should be kept securely locked.

Personal information about all pupils and their families is regarded by those who work in this Trust as confidential. All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the DSP and only shared in accordance with the protection of children guidelines.

A18. Parents and Carers

Hatton Academies Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents/carers positively, openly, and honestly. We ensure that all parents/carers are treated with respect and courtesy. We encourage parents/carers to discuss any concerns about their child with the relevant Class Teacher, Form Tutor, Director of Year or another member of the Academy support or pastoral team.

Parents/carers play an important role in protecting their children from abuse. The Trust is required to consider the safety of the pupil and should a concern arise professional advice will

be sought prior to contacting parents/carers. The priority is the needs of the child and effective liaison is crucial for this.

The Trust will work with parents/carers to support the needs of their child and ensure that parents/carers are aware of the Trust's child protection and safeguarding work. There is a range of ways we communicate with parents/carers: information leaflets; Academy website; and consultation via "Parents Voice" and questionnaires.

It should be recognised that families from different backgrounds and cultures will have different approaches to raising their children these differences should be acknowledged and respected provided they do not place the child at risk.

The Trust aims to help parents/carers understand that the Trust has a responsibility for the welfare of all its pupils and has a duty to refer cases to the Social Services in the interests of the child.

This policy, together with all safeguarding policies, is available to parents/carers on the Trusts website and individual Academy VLE/websites and in hard copy on request.

A19. Partnership with Others

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies. We aim to work closely and collaboratively with local and national agencies such as: Local Authority; Social Care; Police; Education Welfare Service, Health, Prevent Team and local community groups.

A20. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent/carer raises a concern about poor practice toward a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the CEO and Directors. Details of the Hatton Academies Trust complaints procedures are in the Trust's Complaints Policy.

A21. Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and Academy representatives will receive training during their induction. All staff will receive training that is updated at least every three years and the DSP will receive training updated at least every two years. Supply staff and other visiting staff will be given the individual Academy's Visiting Staff leaflet.

The Trust is committed to the DSP undertaking training in inter-agency working and attendance at inter-agency child protection meetings. Time will be given to enable this commitment to be met. However it is the responsibility of the individual to notify the appropriate senior member of staff to ensure cover.

The DSP will be expected to ensure that staff training is fully appropriate and up to date and to cascade learning to the wider staff group via meetings etc. A record of training will be kept and a copy provided for the CEO. **(Appendix A4)**

The Hatton Academies Trust's strategy for child protection training is that it will train all staff in the basic child protection training and not just teaching staff since all staff come into contact with children and thus their roles are equally important. This training will be delivered at least every three years and will be part of induction procedures for all staff. Attendance at the training will be monitored and extra 'catch-up' sessions given for those absent. In addition to the basic training extra sessions on safeguarding topics will be offered to staff through the training workshop programme.

Staff and Academy Representatives/Directors with additional responsibilities for safeguarding topics e.g. recruitment will attend additional training.

The training for all staff should:

- Emphasis the right of **every** child to protection
- Enable and empower staff to reflect on their practice
- Be based on up to date knowledge and best practice
- Present challenging subject matter sensitively
- Leave staff feeling positive about their role in protecting children and young people

The basic course for all staff should include:

- Aim, objectives/learning outcomes and 'ground rules'
- Definitions of the four types of abuse
- Recognising physical/behavioural indicators of abuse
- Why children often do not disclose abuse
- Dealing with a disclosure or a suspicion
- Reporting and recording procedures
- Confidentiality and information sharing
- The statutory safeguarding framework
- What to do if staff have concerns about the conduct of a colleague
- The Academy's role in inter-agency co-operation
- How the Academy supports staff and associated training/guidance.

Evaluation of the training provision will be through the Academy's training evaluation processes as for all courses and INSET.

A22. Safer Recruitment

Our Trust endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in "Keeping Children Safe in Education" 2016.

Safer recruitment means that all applicants will:

- complete an application form

- provide two referees, including at least one who can comment on the applicant's suitability to work with children. One referee must be the current employer if applicable
- provide evidence of identity, right to work in the UK and qualifications
- be checked by the Disclosure Barring Service (DBS)
- have a Barred List check
- be interviewed, the interview panel will include at least one staff member that has undergone safer recruitment training
- undergo an occupational health assessment

In addition

- appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009
- for teaching staff, a prohibition check will be undertaken using the Teacher Services' system provided by the National College of Teaching and Learning
- for persons taking up a management position, a section 128 direction check will be carried out
- where a person has lived or worked outside the UK, further checks will be undertaken as considered appropriate by the Trust

All new members of staff will undergo an induction that includes familiarisation with the Trust's child protection policy and identifies any training needs.

Full details of the Trust's recruitment can be found in the Recruitment Policy and Recruitment handbook.

A23. Extended Services: trips and visits and after school activities

The Trust's child protection arrangements apply to all out of school activities, and extended services provided by each Academy. If other organisations provide services or activities on our sites we will check that they have appropriate procedures in place. When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

The Trust's 'Trips and Visits' Policy details these procedures.

Appendix A1 - Job description for the Designated Senior Person (DSP) for Child Protection

Job title: Designated Senior Person (DSP) for Child Protection

Accountable to: Academy Principal or Associate Principal on behalf of the CEO

Role Purpose

- To take lead responsibility in the academy for safeguarding and child protection
- To lead and manage the deputy DSPs where these are in place
- To ensure that the academy and trust meet statutory requirements regarding children's safety and welfare according to "Keeping Children Safe in Education" 2016.

The responsibilities of the Designated Senior Person are:

i. General

- The DSP is responsible for ensuring that all cases of suspected or actual problems associated with child protection and radicalisation & extremism are investigated and dealt with
- Be able to keep detailed accurate secure written records of referrals/concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- The DSP will ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Principal/Associate Principal and staff informed as appropriate
- The DSP will act as a source of support for the Academy community
- The DSP will liaise with the Trust CEO to ensure the trust has high levels of safeguarding practice and procedure
- Develop effective links with relevant statutory and voluntary agencies
- Ensure that pupils are informed of the Academy's procedures as appropriate
- Ensure that the Academy's curriculum includes child protection awareness for all pupils
- Produce an annual report for the CEO/Board of Directors on the effectiveness of the Trust's policy and procedures for Child Protection and Safeguarding.

ii. Manage Referrals

The DSP is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is radicalisation concern as required;
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may be committed to the Police as required.

iii. Work with others

- Liaise with the Principal/Associate principal and CEO to inform him/her of issues especially ongoing enquiries under section 47 of the Childrens' Act 1989, and police investigations
- Contribute to inter-agency working e.g. provide a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans
- Allow access for Childrens' Social Care from the host Local Authority and where appropriate, from a placing Local Authority, for that Authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment
- Act as support, advice and expertise within the Academy when deciding whether to make a referral by liaising with relevant agencies
- Liaise with the Principal/Associate Principal to inform them of any issues and ongoing investigations and ensure that there is always cover for this role
- to ensure that all staff have training to recognise and identify signs of abuse, and when it is appropriate to make a referral, and to understand how child protection procedures operate
- notifies Children's Social Care if a child with a child protection plan is absent from the academy for more than two days
- to raise awareness of child safety issues in the Academy
- to ensure that relevant policies and procedures are kept up-to-date; and
- to ensure that the CEO, Principal/Associate Principal and parents/carers are kept informed

iv. Training

- Receive training, at least every two years, in order to ensure they have the knowledge and skills required to carry out their role to a high standard
- Undertake Prevent awareness training
- Ensure that knowledge and skills are refreshed at regular intervals, and at least annually, to ensure they understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes e.g. early help assessments
- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of the how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure all staff have read and understood the Trust's Child Protection Policy and associated policies and signed the Trust statement to indicate this
- Ensure **all staff** have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Keep a record of all child protection training and staff attendance
- Advise the Principal, CEO and Directors on their training needs to enable them to fulfil their role;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;

- Keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.
- Ensure that own training and development is fully up to date and includes the following elements (not an exhaustive list):
 - identification of the signs and symptoms of abuse
 - relevant legislation and guidance
 - national and locally agreed procedures
 - managing disclosures
 - confidentiality
 - recording and keeping safe records – transfer of information
 - how local statutory services are configured and referral processes
 - thresholds for referral
 - making referrals
 - contact with parents
 - Common Assessment Framework, initial and core assessments, child protection conference and review conferences, child protection plans
 - training and supporting staff
 - writing a policy, procedures and guidance for staff.

v. Raising awareness

- Ensure the trust's child protection policies are known, understood and used appropriately;
- Advise the CEO on the review of the Trust's Child Protection Policy and associated policies when it is updated and reviewed annually;
- Ensure the public and parents/carers have access to the Child Protection Policy and are aware that referrals may be made and the role of the academy and trust in this to avoid conflict later.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

vi. Child Protection File

- Ensure that where children leave the Academy, their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and filed.

vii. Availability

- Ensure that during term time the DSP (or a deputy) are always available (during school hours) for staff in the academy to discuss any safeguarding concerns. Whilst generally speaking the DSP (or deputy) would be expected to be available in person, it is matter for the academy, working with the DSP to define 'available'. As a minimum the trust

expects the DSP to leave a deputy in charge or be available by mobile phone when off site.

- Organise adequate and appropriate cover arrangements for any out of hours and out of term activities and ensure that the Principal and staff are aware of these.

viii. Meeting statutory and other requirements

- Ensure that as DSP they are kept up to date with national and local developments in child protection and inform the CEO and Principal/Associate Principal as appropriate
- Meet with the CEO and keep them informed of developments.
- Evaluate the effectiveness of the Trust's child protection policy and procedures and advise the CEO/Principal on any changes and developments needed
- Keep up to date records that:
 - Are up to date, detailed and complete
 - Show compliance with the Trust's agreed procedures
 - Demonstrate effective identification and management of the risk of harm
 - Demonstrate decision-making and appropriate, timely responses to concerns and relevant referrals have been made
 - Provide evidence of effective partnership working and sharing information
 - Provide evidence of attendance at or contribution to inter-agency meeting and conferences
 - Are kept securely in a locked cabinet or a secure online system, with accessibility only for the DSP and Principal, Associate Principal or CEO.

Name _____

Signature _____

Date _____

Appendix A2 - Code of ethical practice for Hatton Academies Trust staff

All Hatton Academies Trust staff are valued members of the Trust community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All Trust staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the Trust community, including pupils, parents and carers, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as individuals and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that Hatton Academies Trust staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, is not acceptable and may be a criminal offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the Trust into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Appendix A3 - Staff Declaration – Confirmation of Receipt of the Safeguarding Handbook

Name: _____

Academy: _____

Post: _____

- I confirm that I have received, read and understood the Trust's Safeguarding Handbook (Part 4 of the Staff Handbook) containing:-

HAT Child Protection Policy September 2016

DFE Keeping Children Safe in Education – statutory guidance for schools and colleges (Part 1) September 2016

HAT Employee Code of Conduct August 2016

HAT Code of Ethical Practice September 2016

HAT Designated Senior Person Job Description September 2016

- I have been made aware of my duty to safeguard and promote children's welfare
- The procedure for reporting concerns about a pupil has been explained to me.

Signature: _____

Date: _____

Appendix A4 - Safeguarding & Child Protection Training Record

Designated person	Training received	Date	Disseminated through...

Teaching staff (individual training)	Training received	Date	Disseminated through...

Support staff (individual training)	Training received	Date	Disseminated through...

Teaching staff (group training)	Training received	Date	Members of staff attending

Support staff (group training)	Training received	Date	Members of staff attending

Whole academy or trust training	Training received	Date	Members of staff attending

Section B: Child Protection Procedures

B1. Requirements of all staff

Our procedures follow the Northamptonshire Local Safeguarding Children Board Inter-Agency Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You're Worried A Child is Being Abused' and "Keeping Children Safe in Education"2016.

You are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When you are concerned about the welfare of a child, staff should always act in the **best** interests of the child.

All Hatton Academies Trust staff are required to:

- Be aware of the systems in place to support safeguarding and the key documents in the staff handbook:
 - Child Protection policy and procedures;
 - staff code of conduct;
 - the role of the Designated Safeguarding Leader (DSP);
 - Keeping Children Safe in Education 2016 Part 1.
 - Senior leaders and staff in pastoral support should read Annex A of "Keeping Children Safe in Education 2016". It is highly recommended for all staff.
- Know that extra information about safeguarding and the associated policies are on the academy and/or Trust website. Staff may also refer to the NSPCC website.
- Act in the best interests of the child. Their wishes and feelings can be considered but you are in the role of the adult and should ensure the best interests are served which may not always be in line with the child's wishes and feelings.
- Ensure that they have read and understood safeguarding policies and understood the training given and updates.
- Know what to look for in the early identification of abuse and neglect and seek advice from the DSP or other senior staff if needed. See 'Recognising Abuse' in Section A and "What to do if you are worried a child is being abused-Advice for practitioners" on the trust website. The NSPCC website provides further information.
- Be aware of the Academy and Trust procedures for child safeguarding, recognise concerns and maintain an open mind. All concerns regarding the welfare of students should be recorded using your Academy systems and discussed with the Designated Senior Person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.
- Ensure that you are familiar with what to do if a child discloses to you or you have a concern.
- Be clear about the Early Help Process and your role in it (see section B3.below)

- Be clear what you need to do if you have a concern about a child
- Ensure you are aware of whistleblowing procedures if you are concerned about the actions of a member of staff or a visitor.
- Inform the DSP or Principal of any concerns about poor or unsafe practice and potential failures in the Academy or Trust's safeguarding regime
- If you are not satisfied that sufficient action has been taken or that your concern has not been taken seriously enough then you must refer this to the Principal or another senior member of staff in the Academy or the Trust. This may include the CEO as the lead on safeguarding on behalf of the Board of Directors. The NSPCC has a whistleblowing helpline for staff who do not feel able to raise concerns internally.
- Ensure that your concern is recorded in writing to the DSP. If there has been no response to a concern within one working day this should be followed up urgently with the DSP or the Principal/Associate Principal.
- Maintain appropriate confidentiality
- Teachers are required to report any concerns they have about a pupil and FGM.

It is **not** the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

Staff should contact their DSP and follow the flow chart shown in Appendix B1.

Appendix B2 is a list of essential contacts and definitions

B2. Immediate Danger

If you consider a child is in any immediate danger you must contact the DSP immediately. If this is not possible, contact another senior member of staff or you must refer the matter to the MASH team on 101.

Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child e.g. call 999
- report your concern to the DSP or Principal/senior member of staff as soon as possible and at the latest by the end of the school day
- do not start your own investigation
- share information on a need- to know basis only
- **complete a paper copy of the Welfare Concern Form (Appendix B3 and available from your Academy's main reception) and a Body Map (Appendix B4) if appropriate.**
- seek support for yourself if you are distressed by contacting the DSP, Principal or another senior member of staff.

B3. Early Help

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. It can also prevent any further problems from arising. To be effective early help relies upon staff working together in the Trust and with local agencies to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the needs of the child and their family.

The actions regarding early help are the role of the pastoral teams in each Academy. However, all staff have a role in helping to identify issues that start to arise. Teachers and support staff have day to day contact with pupils and so are in a unique position to identify concerns early on.

The role of all staff is to be aware of the signs of abuse and emerging issues and report these to the DSP, or any other changes in behaviour that cause concern. It is best to be safe and report concerns however small these may seem. Staff are reminded that actions are to be taken in the best interest of the child. The Academy DSP and pastoral team will then act upon these concerns following inter-agency guidelines.

Staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, e.g. substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

B4. If you suspect a pupil is at risk

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent/carer has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Complete a paper copy of the Welfare Concern Form (Appendix B3) to record these early concerns. A copy of this form can be obtained from your Academy's reception, the reprographics area or the VLE/intranet.

If the pupil does begin to reveal that they are being harmed you should follow the advice in the section "Responding to Disclosure" (Section B7).

If you are a witness to events related to a child protection concern please record your information on the Trust's **Witness Statement Form (Appendix B5)**. **A copy of this is available from your Academy's main reception, reprographics or VLE/Intranet.**

B5. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount.

The **Trust's whistle-blowing code** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal and CEO.

Complaints about senior staff should be referred to the CEO. Complaints about the CEO should be reported to the Chair of the Board of Directors.

Staff are also referred to the Trust's 'Whistle-blowing Policy' which provides further information

B6. Allegations against staff

There is a separate policy and procedures for dealing with allegations of abuse against members of staff, volunteers, or the CEO. The person informed should immediately inform the CEO. If the accusation is against the CEO the referral should be made to the Chair of the Board of Directors.

Staff are referred to the Academy's 'Managing allegations against staff' policy

B7. Responding to a Disclosure

Disclosures or information may be received from students, parents/carers, or other members of the public. Hatton Academies Trust recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

If a pupil discloses abuse

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

Immediate response to the child

It is vital that any staff actions do not abuse the child further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said try not to show it; it is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them
- if a disclosure is made, the pace should be dictated by the pupil without their being pressed for detail by being asked such questions as “what did they do next?” or “where did they touch you?”. The staff role is to listen not to investigate. Staff must use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
- do acknowledge how hard it was for them to tell you this
- don’t criticise the perpetrator, this may be someone they love
- **don’t promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

During your conversation with the pupil:

- Allow them to speak freely
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Do not be afraid of silences – remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this

- At an appropriate time tell the pupil that in order to help them you must pass the information on
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the Senior Designated Person
- Write up your conversation as soon as possible on the Academy Welfare form and hand it to the Senior Designated Person
- Seek support if you feel distressed

The Trust Welfare Concern Form is shown in Appendix B3 and can be obtained from the main reception, staff reprographics area or the Academy VLE/intranet.

Notifying parents/carers

The Academy will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and the DSP will make contact with the parent/carer in the event of a concern, suspicion or disclosure. ***Staff should not make contact with parents/carers unless this has been agreed with the DSP.***

If the DSP believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

Recording Information

Staff should:

- make some brief notes at the time or immediately afterwards using the Trust pro-forma (Appendix B3); record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated and handed to the Designated Senior Person (DSP) or the Principal/Associate Principal
- observed injuries and bruises are to be recorded on the Body Map (Appendix B4);
- note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms")
- keep these original notes and pass them to the DSP
- The Academy will follow up all referrals to Social Services within 24 hours in writing

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the Senior Designated Person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family and gathering all information from other members of staff etc.
- consulting with appropriate persons e.g. Social Care
- the child's wishes

Then decide

- wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately using the Inter-Agency Referral Form (action by DSP)
www.cypsnccinitialcontact@northamptonshire.gcsx.gov.uk.

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by the Inter-Agency Referral Form.

The DSP should

- ensure that all staff involved have completed the appropriate documentation
- start a Child Protection file with the **top sheet (Appendix B6)**
- complete a **Child Protection Record of Concern form (Appendix B3)**.
- actions taken, referrals made and further actions should be recorded on the **Record of Action (Appendix B7)**.
- **Ensure that once a referral has been made it is actioned by the appropriate team.**

Further notes and guidance on record keeping can be found on the website.

B8. Action following a Child Protection Referral

The Designated Senior Person or other appropriate member of staff will:

- make regular contact with Social Care Referral Team
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children become subject to a Child Protection Plan contribute to the Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents/carers prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, attempts should be made to address issues via line management. Advice can also be sought from Senior Education Welfare Officers or Northamptonshire Review and Conference Service
- where a child on the child protection register moves from the Academy or goes missing, immediately inform the key worker in Social Care

Accurate records using the Trust's pro-formas will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be

signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the CEO, Principal, Associate Principal and Designated Senior Person. These records will be copied and transferred to any academy/school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.'

B9. Action by the DSP or CEO on receiving allegations against staff

Where an allegation is made against any person working in or on behalf of Hatton Academies Trust, that he or she has

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow our "Managing Allegations Against Staff" policy which is based upon the DfE "Keeping Children Safe in Education" 2016. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the CEO.

It is essential that all allegations are taken seriously and investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the CEO and make a record
- In the event that an allegation is made against the CEO the matter will be reported to the Chair of the Board of Directors
- The CEO will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The CEO may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The CEO will consult with the Local Authority Designated Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to Social Care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents/carers and staff
- The CEO will inform the Chair of Board of Directors Staffing sub-committee of any allegation.

Staff are referred for further detail to the separate "Allegations of Abuse" policy

B10. Confidentiality and Sharing Information

Staff are referred to the Trust's separate documents 'Confidentiality Policy' and 'Information Sharing guidance'

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSP, the CEO, Principal, Associate Principal or the Chair of the Board of Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's academy file and the academy file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they should refer the request to the DSP.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

The Trust's policies 'Confidentiality' and 'Information Sharing' are available on the Trust website/VLE or in hard copy on request.

When a pupil transfers to another Academy/School

If the pupil is on the child protection register, their Social Worker will be contacted by the designated teacher and informed of the transfer.

When the child changes schools within the authority, child protection records will be passed on to the designated teacher at the receiving school.

When the child is moving to another authority, information will be passed onto the next school's designated teacher. Case conference minutes are not transferred but the date, name of Chair, LA and outcome will be included on the records transferred.

Case conferences and core group meetings

In each case the Academy will assign the appropriate member of staff to attend a Child Protection Case Conference. This member of staff will normally be the DSP.

The DSP should prepare a report presenting the case to the Case Conference Chair at the start of the meeting.

The Chair will gather all information and assess the risks. The DSP will be asked for their view in respect of registration.

If a child's name is placed on the local Child Protection Register a Core Group will be agreed. All Core Group members meet regularly. Attendance at these meetings will be given priority.

Where no registration has taken place schools may be asked to monitor, it is the school's responsibility to ask for clarity about information required, timescales, and reporting methods.

B11. Equal Opportunities

All staff and directors/academy representatives with responsibilities under this policy must take into account the equal opportunities policies when discharging their duties.

B12. Reporting directly to child protection agencies

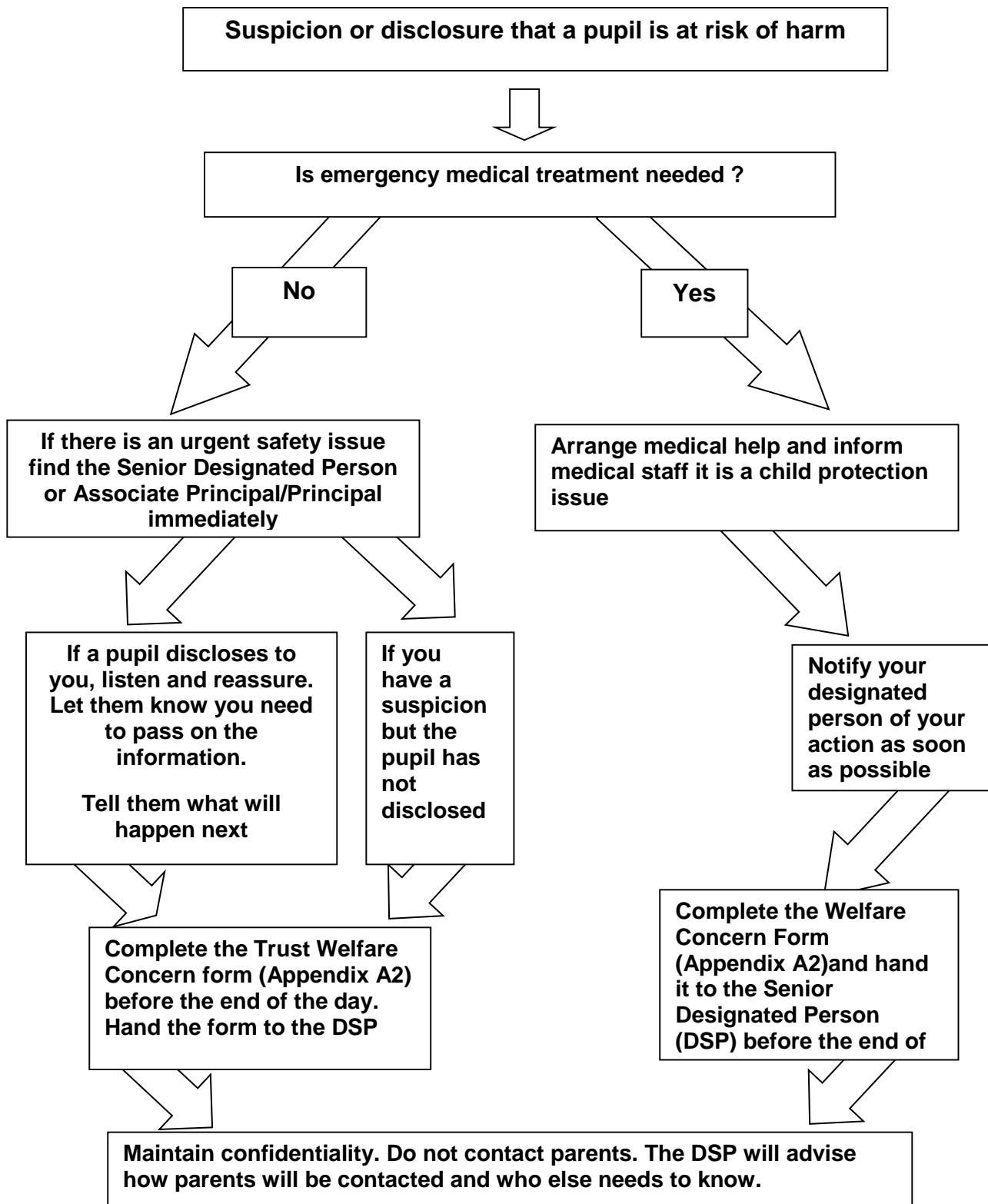
Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Person, their deputy, the Principal and the CEO are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety.

B13. Related safeguarding portfolio of policies and guidance

The Trust has a range of policies relating to its commitment and statutory responsibility to safeguard our pupils. Staff are referred to a portfolio of policies that give detail for each area of our work. These policies and further information are provided for staff on the Trust Safeguarding Information Hub.

Appendix B1 Reporting a concern flowchart



Notes: If the DSP is unavailable hand the record of concern to the Principal. Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

Are you OK? Ask for support if you need to.

Appendix B2 Essential Contacts & Definitions

Initial contact is normally with the Academy DSP

Role	Name	Telephone
Sir Christopher Hatton Academy DSP	Karen Blackett	01933 231221
Victoria Primary Academy DSP	Hayley Scargill	01933 223323
Oakway Academy DSP	Clare Wallace	01933 678714
CEO	Victoria Bishop	01933 231263
Nominated Directors	Victoria Bishop	01933 231263
LADO	C. Edwards	01604 367677
Children's Social Care referral team/child care	Duty Officer	0300 1261000
Out of hours duty team	As Duty Officer (above)	03001261000 or 101
Health Authority	Academy Nurse	01933 235360
CAMHS	Duty Worker	01536 313850 or 03001111022
Police investigation unit	MASH TEAM	101
NSPCC helpline	Duty Officer	08088005000
Childline	Duty Officer	08001111
LAC- Virtual School	Duty Officer	01604 368528
Youth offending	Duty	01536533800
Strengthening families		www.signsofsafety.net

Definitions

Child protection conference – initially called to make a decision on whether a child should be placed on a plan. Conferences are where all professionals are involved e.g. education, health, social workers, education entitlement service (EES) once a child is on a plan regular conferences are held with all professionals

Child protection plan - an initial conference of professionals is called regarding a young person to make a decision on whether they need to be placed on a child protection plan. A reason (e.g. emotional abuse) is given and then a plan put into place to support the child and family. A social worker is named and then there are regular follow up meetings to discuss the situation.

Core group meetings – professionals from the conference are named to be part of a core group who meet to support the child and family at regular intervals

Social Care referral team – Social Services with a duty worker who would be first port of call for initial referral

Strategy discussion – discussion with social worker regarding follow up to the referral made

The Common Assessment Framework (CAF)

The CAF is a key part of delivering frontline services that are integrated, and are focused around the needs of children and young people. The CAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It can be used by practitioners across children's services in England.

The CAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths; taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support. The CAF also aims to improve integrated working by promoting coordinated service provisions.

Appendix B3 Hatton Academies Trust Welfare/Child Protection Concern Form

Use this form to record any concern about a pupil's welfare or a possible child protection issue and give it to the Designated Senior Person for child protection or the Principal/Vice Principal as soon as possible.

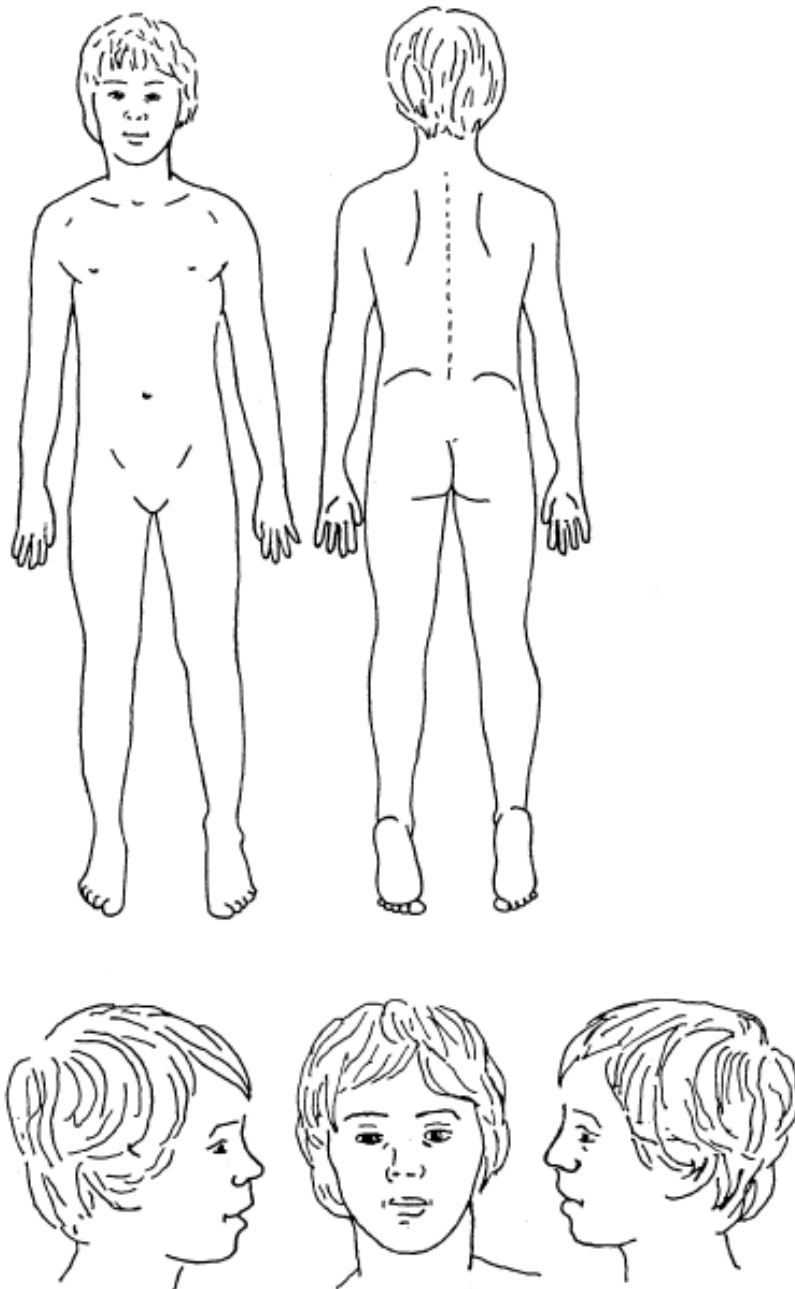
Pupil's full name	Year group/tutor group
Date of this record	Your name and designation
Why are you concerned about this pupil?	
What have you observed and when? If there is sign of injury please complete a Body Map	
What have you heard and when?	
Have you spoken to the pupil? Yes No What did they say? Use the pupil's own words	
What have you been told and when?	
Date and time you handed this form to the Senior Designated Person	Have you spoken to anyone else about your concern? Yes No Who?
Are the parents/carers aware of your concern Yes No	Is this the first time you have been concerned about this pupil? Yes No

Add further details on the reverse of this form if necessary

Appendix B4 Child Protection Procedures Body Map

The body map is included to assist staff in identifying potential non-accidental injury sites. Attach to the report form sent to the Senior Designated Person.

Name of Child
Date



Appendix B5 Child protection procedures Witness statement regarding a child protection or child welfare issue

Name of Child _____ Class/Form _____

Name of staff member completing this form _____

Form handed to _____ Date _____

Please write your account below and continue onto additional sheets if needed:

Appendix B6 Child protection procedures Child Protection File Top Sheet

Name _____

Date of Birth _____

Male/Female

Child protection category

Category	Date put in category	in Staff signature
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Active

RED

Watch

AMBER

Dormant

GREEN

Appendix B7 Child Protection Procedures Record of actions

Name of Child _____

This form is to be completed by the Designated Senior Person

Date	Action	Meeting/Persons present/contact made
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