



Child Protection Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

To be reviewed annually

Next review date: May 2019

Signed:

Handwritten signature of Dr Rollo in black ink.

Date: 03/05/18

Principal and CEO

Dr Rollo

Signed:

Handwritten signature of Mrs Salthouse in black ink.

Date: 03/05/18

Head of School

Mrs Salthouse

Signed:

Handwritten signature of Mrs Shaul in black ink.

Date: 03/05/18

Designated Safeguarding Lead Mrs Shaul

Designated Safeguarding Lead (DSL)
Deputy Designated Safeguarding Lead
Designated Safeguarding Governor

Mrs Anne Shaul
Mrs Kim Salthouse
Miss Rachel Maddison

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The following policy and all associated procedures should be read in conjunction with the school's Safeguarding Policy.

Preface

Centre Academy East Anglia's Child Protection Policy is designed to protect individual children identified as either suffering or likely to suffer significant harm as a result of abuse or neglect. In the broadest sense, we are committed to safeguarding and promoting the welfare of children and thus we require all staff to act in the best interests of our young people at all times. Everyone who comes into contact with children and their families has a role to play in safeguarding children. As a school, we are in a position to identify concerns early, frequently consulting with the Early Help Team (Anna Shaw) and thus to prevent concerns from escalating. We are simultaneously cognizant of the possible need to work with social care, the police, health services and other services to promote the welfare of a child and protect him/her from harm. (See CAEA's Safeguarding Policy)

Centre Academy East Anglia (CAEA) recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and complies with the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendments) Regulations 2012. Our school works in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Working together To Safeguard Children 2015

Keeping Children Safe in Education 2015 – 2016

Counter Terrorism and Security Act 2015

Note: a *child* is considered to be anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody does not change his/her status or entitlements to services or protection.

Abuse and Neglect

Abuse and Neglect are forms of maltreatment of a child. Both can have major long term effects on all aspects of a child's health, development and well-being. Sustained abuse is like to have a deep impact on the child's self-image and self-esteem, as well as on his/her future life. Children with SEN are in certain ways doubly vulnerable, as the learning and other challenges they face frequently result in poor self-image and a lack of confidence.

Some children may be more vulnerable to abuse and neglect than others. Many factors can contribute to this vulnerability, including prejudice and discrimination, social exclusion, inadequate response to child protection procedures, communication issues and behavioural concerns stemming from pressures outside of the child's control.

Staff members at CAEA are aware that Abuse may be **physical** (hitting, shaking), **emotional** (persistent name calling), **sexual** (forcing a child into sexual activities). **Neglect** involves the failure to provide adequate food, clothing or shelter. (see Appendix 2) (See Safeguarding Policy)

Indicators of Abuse or Neglect

What is significant harm?

Any form of abuse, neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment of health and development.

There are several indicators that can help identify a potentially at risk child. These include:

- a child with SEN
 - possible parental substance misuse
 - family structure including divorce, adoption, fostering lesbian/gay parents
 - home situation involving domestic abuse
 - a child vulnerable to bullying
 - a child engaging in bullying behaviour
- (Note: the above are in addition to the Types of Abuse and Neglect detailed in Appendix 2)

Actions

When a staff member has concerns about a child, they should follow these guidelines:

- Act immediately
- Do not question the child
- Inform the child what you will do next; do not promise confidentiality or to make things right
- inform the Designated Safeguarding Lead (DSL) about your concerns
- Record and sign all information for the DSL, on the regular 'pink form' including dates, times, and situation

When the information has been gathered the DSL will place the information in the child's protection folder, stored in electronic and hard copy forms and kept in a locked cabinet accessible only to the DSL and the Deputy Safeguarding Officer (currently the Head of School). The DSL will take whatever subsequent action is necessary (explained later in this policy).

Roles and Responsibilities

The local safeguarding children boards (LSCBs) are directed to 'coordinate the work to safeguard children locally and monitor and challenge the effectiveness of local arrangements' (Working Together to Safeguard Children, 2016). In this light CAEA works with Suffolk Safeguarding Children Board to ensure that the school meets the statutory requirements.

At CAEA, the Designated Safeguarding Lead (DSL), Mrs A Shaul, has the lead responsibility for managing child protection issues, with the Head of School, Mrs K Salthouse, deputising in her absence. Both these persons have undertaken multi-agency safeguarding training and attend refresher courses in accordance with recommended timescales.

All members of staff at CAEA are required to be aware of systems which support safeguarding. They understand that they must refer any child protection concerns about a young person or member of staff to the DSL. (See Safeguarding Policy)

The DSL is a Safeguarding Trainer having completed Level 3 Award in Safeguarding and Protecting Children, Young People or Vulnerable Adults (NUCO Training Ltd), Trainer Quals Level 3 Award Safeguarding Children Trainer and Training for Teachers (T4T).

Children Missing from Education

Keeping Children Safe in Education (2016) states that 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have'. At CAEA registration is taken three times daily and if a child is absent there are steps taken to ensure their safety.

(Missing/absent policy) Parents are contacted by the office if a child does not arrive at school by 9.30am in the morning. Secure procedures are in place with appropriate safeguarding policies and responses. (See Missing/Absent Pupil Policy)

CAEA will immediately inform the LEA of any pupil who is going to be deleted from the admissions register unless their transition has been planned and all authorities notified. The local authority will also be informed when a pupil/ young person has been absent without the school's permission for a continuous period of 10 school days or more.

Extremism

CAEA is adamant that the promotion of extremist religious views and partisan political views in the teaching of any subject will not be tolerated. All members of staff must offer a balanced presentation of views and opinions to pupils and challenge any extremist views, during the time the pupils/ young people are in attendance at school and also while taking part in extra-curricular activities. All staff and students are aware of the procedure to refer any concerns to the DSL. (Safeguarding Policy)

Working with Parents and Carers

The DSL and other professionals must work in partnership with parents and carers by attempting to discuss any allegations and concerns with them as soon as possible and, of course, when and where appropriate. Permission should be sought by the DSL from the person holding responsibility for the child before discussing a referral about them with other agencies (unless doing so would place the child at risk of significant harm or prejudice a criminal investigation).

Children's Social care advice will be sought on a given issue, as appropriate.

Multi-Agency Partnership

We work in partnership with Children's Social Care in both our locality and in young people's home areas. We liaise with Children's Social Care and Suffolk Safeguarding Children Board (SSCB) in all cases of abuse or suspected abuse, and we also cooperate with any local authority making child protection enquiries in relation to any child at CAEA; this could involve notifying the issue and outcomes to Ofsted and the young person's placing authority. The DSL is able to seek support and advise from the MASH Team (Multi Agency Support Hub).

Allegations and Concerns Involving Staff

At CAEA, all our staff members are advised to maintain an attitude of "it could happen here" where safeguarding/ protection is concerned. Any concerns that involve allegations against a member of staff must be referred immediately to the Head of School/Principal. See Managing Allegations and the Whistleblowing Policy for further information. Jointly with the DSL the Head of School will consider and discuss the nature, content and context of the allegation as appropriate and decide on a course of action in conjunction with the Principal.

Children with Harmful or Inappropriate Behaviour (allegations against other children)

As CAEA is both a day and boarding school, it is essential to understand that all children and particularly those living away from home are vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse must always be taken as seriously as abuse perpetrated by an adult and any concerns or allegations against another child must be referred immediately to the DSL. (See Anti-Bullying Policy)

Storage, Transfer and Retention of Child Protection Records

CAEA follows the principles of record keeping contained within the Data Protection Act 1998, the Human Rights Act 1998 and the Freedom of Information Act 2002. The school retains files and personal information in accordance with legally defined retention periods and will be adapted according to the changes which will become law in May 2018.

This policy has been reviewed by Dr D Rollo, Principal, Mrs K Salthouse, Head of School, and Mrs A. Shaul, DSL. It will be reviewed in April 2018 to encompass any changes in legislation. It should be read in conjunction with the Safeguarding Policy, which covers in more depth the processes the school carries out if a child is suspected of being at risk.

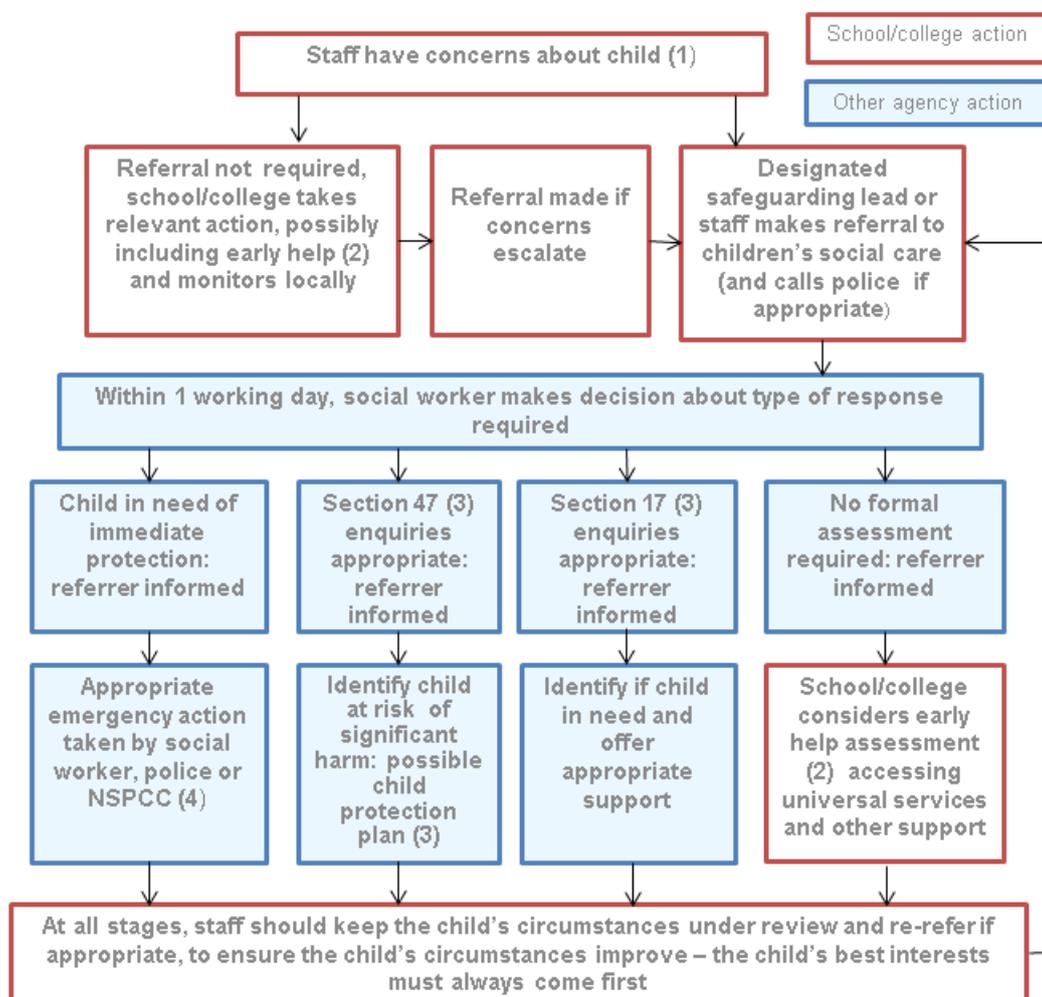
This policy works alongside other CAEA policies which include:

- Safeguarding Policy
- Whistleblowing Policy
- Recruitment and Selection Policy
- Complaints Policy
- Bullying Policy
- Equality Policy
- E Safety Policy
- Showers & Changing Rooms Principals (Appendix 4)

Appendix 1

Diagram of action to be followed when there are concerns about a child. *Keeping Children safe in Education.* (DfE, 2014)

Actions where there are concerns about a child



Appendix 2

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying: is also recognised as a type of abuse. It is always distressing for the victim and can have serious consequences and therefore should always be taken seriously. Bullying happens when an individual or group of individuals show hostility towards another individual and this can be emotional, physical, sexual or racist.

Cyber Bullying: occurs through emails, text messages, telephone calls or sharing information about an individual on social networking sites.

Cyber Bullying may be emotional, racist or sexual.

Female Genital Mutilation (FGM): is considered as child abuse in the UK, it is illegal and a grave violation of 'girls and women's rights'.

From October 2015 there is a mandatory reporting duty for professionals to report to police if it is believed a girl under 18 had been affected.

Domestic Abuse: is an indicator of risk of harm to children. Children exposed to domestic abuse may be at risk of significant harm.

Appendix 3

Specific safeguarding issues (DfE, 2014)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk [TES website](#) and also on its own website [Government guidance on the issues listed below may be located via the GOV.UK website:](#)

- [Extremism and radicalisation \(See The Prevent Duty\)](#)
- [Child sexual exploitation \(CSE\)](#) – see also below
- [Bullying including cyberbullying](#)
- [Domestic violence](#)
- [Drugs](#)
- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Female genital mutilation \(FGM\)](#) – see also below
- [Forced marriage](#)
- [Gangs and youth violence](#)
- [Gender-based violence/violence against women and girls \(VAWG\)](#)
- [Mental health](#)
- [Private fostering](#)
- [Sexting](#)
- [Teenage relationship abuse](#)
- [Trafficking](#)



Children and young people are entitled to respect and privacy when changing clothes or taking a shower.

- They need appropriate **supervision** to ensure their welfare, health & safety is considered and to see that bullying does not occur
- Supervision should be appropriate to their gender, needs and age
- Supervision should be sensitive to the potential for embarrassment
- Consider the **gender balance** of the adults supervising - if this is problematic for some establishments, adequate alternative arrangements **must** be put in place
- In public swimming pools & leisure centres take care to ensure that children and young people are **not sharing the changing areas with the public** – you should ensure separate facilities or different times of use
- Separate changing facilities will always be provided for each gender of child or young person
- Particular consideration must be given to the needs of **transgender** children or young people
- Where physical contact between staff and a child or young person is necessary, it must be appropriate and comfortable for both parties
- Staff need to be aware of gender, cultural or religious issues prior to initiating physical contact
- Staff need to be vigilant about their own behaviour and ensure they follow agreed guidelines

Staff should:

- **Avoid physical contact with the child or young person when they are in a state of undress**
- **Avoid any visually intrusive behaviour**
- **Announce their intention to enter changing rooms**
- **Avoid remaining in the changing room unless required by the child/young person's needs**

Staff should not:

- **Change in the same place as the children or young people**
- **Shower or bathe with the children or young people**
- **Assist with any personal care that the child or young person can do themselves**

Useful Websites:

- [Keep Children Safe in Sport](#), NSPCC Child Protection in Sport Unit
- [Child Protection and Safeguarding in Sport](#), sportanddev.org