



CHILD PROTECTION POLICY

VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:
Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

RATIONALE

At The Bourne Academy we put Safeguarding first. The Academy believes that students have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse, where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. The Academy recognises that because Academy staff are in regular and frequent contact with children, they are particularly well placed to safeguard and promote the welfare of students. The Academy is aware of the responsibilities which all staff have with regard to the welfare of students.

Child Protection is not just about protecting children from deliberate harm. It is:

- Protecting students from maltreatment
- Preventing impairment of students' health or development
- Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role to enable those students to have optimum life chances and to enter adulthood successfully.

Identifying Abuse

Abuse may take several forms:

- **Physical abuse:** this 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:** this 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 the child they are worthless, unloved or inadequate. It can also involve the seeing or hearing of ill-treatment of another (ie domestic violence/radicalisation on the internet). It can also include cyber bullying or serious bullying or exploitation or corruption of children.

- **Sexual abuse:** involves forcing or enticing a child to take part in sexual activities including non-contact activities such as involving them to look at or in the production of sexual images (ie via the internet) Sexual abuse is not just perpetrated by adult males, women can also commit this as can other children.
- **Neglect:** Persistent failure to meet child's basic physical/psychological needs. Can occur during pregnancy as a result of maternal substance abuse. Not providing basic necessities eg food, clothing, shelter, caring supervision, protection from physical/emotional harm, not ensuring access to medical care or treatment.

It includes issues such as:

- The PREVENT agenda – Radicalisation. The DSL/DDSL share the role for the Prevent Lead which was brought into being in 2009 following the 7/7 bombings in London. It forms part of the Government's counter-terrorism strategy that aims to stop people becoming terrorists. This involves assessing the risk of pupils being radicalized and drawn into terrorism and works as a multi-agency approach. Whole school staff have completed training for the Prevent Agenda in November 2015, however refresher training is delivered as part of our Safeguarding in-house CPD and Induction programme for new staff.
- Child sex exploitation (CSE) a form of sexual abuse which involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for money, gifts, accommodation, affection or status. All pastoral staff have received in-house training on what CSE is and how to refer children.
- Female Genital Mutilation (FGM) is the deliberate mutilation of female genitalia. It is known as circumcision, sunna or cutting. It is an extremely harmful practice with devastating health consequences. Health and social care professionals and teachers are now required by law, to report any cases they identify to the police.
- Student health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of students with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet safety
- Issues which may be specific to a local area or population, for example gang activity
- Academy security , including Lockdown procedures

OBJECTIVES

- Ensure that all students are safe through the provision of clear support systems to safeguard and promote the welfare of students
- Establish and maintain an environment where students feel safe, are encouraged to talk, and are listened to
- Ensure students know that there are adults in the Academy who they can approach if they are worried

- Raise the awareness of all Academy staff of the importance of safeguarding students and / or their responsibilities for identifying and reporting actual or suspected abuse, and provide regular, quality training for all staff
- Ensure student and parents/carers are aware that the Academy takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- Promote effective liaison with other agencies in order to work together for the protection of all students
- Develop access to support services that support students, parents/carers and staff in dealing with safeguarding matters, ensuring that contact details are readily and easily available to all
- Support students' development in ways which will foster security, confidence and independence
- Ensuring all staff recognise that children and young people are capable of abusing their peers
- Integrate a safeguarding curriculum within the existing curriculum, allowing for continuity and progress through all years (SMSC programme and ASPIRE Days)
- Take account of, and inform policy, in related areas, such as discipline and bullying
- Set out procedures to avoid accusations of staff misconduct
- Ensure all recruitment procedures follow safeguarding best practice
- Make prompt and detailed reports to the Disclosure and Barring Service where the school ceases to employ or use the services of an individual because they were considered unsuitable to work with children.

PROCEDURES

It is the responsibility of everyone in the Academy community to be vigilant about child protection and student welfare. We will follow the procedures set out by Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Education.

The Academy will:

- Ensure that everyone knows what safeguarding is and that it is taken seriously
- Ensure that the Vice Principal is the Designated Safeguarding Lead (DSL) and receives appropriate training
- Ensure that Designated eSafety Lead and Designated Lead for CSE are in place
- Ensure that the Principal and all staff will receive training in child protection at least every three years, to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. All staff and volunteers will be provided with induction training, which includes child protection. Temporary staff, voluntary staff and visitors who work with children will be made aware of the Academy's safeguarding arrangements
- Ensure that the SENDCO, with the ESW, is the Designated Person in Charge of Looked After Children and receives appropriate training
- Ensure that there is an appropriately trained Designated Governor for Safeguarding
- Ensure all staff have an understanding of child abuse and its main indicators. All staff to receive annual training/updates on safeguarding. DSL advises staff on the Academy's and their own child protection responsibilities and supports staff in their safeguarding role

- A designated member of staff for safeguarding will be available at all times that the Academy is open, to allow for staff to discuss safeguarding concerns
- Log all concerns on My Concern: In the event of a member of staff having a safeguarding concern about a student, they must immediately report that concern to the DSL. The member of staff will be asked to record briefly the events which have given rise to the concern on My Concern.
- The Academy follows the Local Safeguarding Children Board guidelines for safeguarding children, and the DSL will liaise with Bournemouth Local Authority and other agencies, as appropriate. The action taken by the DSL will, therefore, be in line with the Local Authority guidelines.
- Ensure that parents/carers have an understanding of the responsibility placed on the Academy and staff for safeguarding by setting out its obligations on the Academy website
- Ensure that the development of the use of new and existing media technologies do not expose students to any potential harm
- Ensure the Academy has the appropriate filters and monitoring systems in place to protect learners from harmful online material
- Work with the IT Manager to ensure safeguarding when using digital media and education of students in safe use of the Internet
- Ensure that the HOH with responsibility for an Academy student subject to a safeguarding concern will ensure a representative from The Bourne Academy is present at all essential professional meetings
- Ensure that the HOH responsibility to ensure all the necessary reports/paperwork is completed and received within expected time constraints for such meetings
- Notify Bournemouth Local Authority if there is an unexplained absence within 24 hours for a student who is subject to a Safeguarding Plan or is a Child in Need (CIN)
- Prepare a termly report for Governors
- Follow child protection best practice in all recruitment procedures
- Develop and then follow procedures, as guided by the Bournemouth and Poole Local Area Designated Officer (LADO), where an allegation is made against a member of staff or volunteer
- Notify Bournemouth & Poole Multi Agency Safeguarding Hub (MASH) within 24 hours of any disclosure
- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account
- Ensure that the Academy fulfils its statutory duty to co-operate with other agencies and that there are clear lines of accountability
- Ensure that, when a student who is subject to a Safeguarding Plan leaves the Academy, their safeguarding information is transferred to the Designated Safeguarding Lead at their new school immediately and that the student's social worker is informed.

Staff will:

- Always be aware of the needs of young people and be vigilant for any possible signs of abuse

- Be aware that students with SEN & Disabilities are particularly vulnerable to abuse and be aware of the additional barriers that exist when recognising the signs of abuse and/or disabilities
- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting
- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with the Leadership Team (LT), before they take place
- Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else
- Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents/carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability
- Not contact or meet with young people outside organised activities, unless it is with the knowledge and consent of parents/carers and someone in charge of the activity
- Plan residential experiences in accordance with safeguarding best practice
- Be aware of the impact of domestic violence on young people
- Ensure that their personal relationships do not affect the young people around them
- Remember that, on rare occasions, young people themselves can be responsible for abusing their peers
- Be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour that could be construed as grooming. They should not give their personal contact details to children and young people, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with LT and parents/carers. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites
- Not give their personal contact details to children or young people, including their mobile telephone number (unless agreed as part of your organisation's policy e.g. for off-site trip leaders)
- Use equipment e.g. mobile phones, provided by the organisation to communicate with students wherever possible
- Only make contact with students for school related matters and in accordance with any organisation policy
- Delete student numbers (and record the fact this has taken place) following a trip or the event for which the student number was required
- Not use internet or web-based communication channels to send personal messages to a young person

- Comply with new 2018 Data Protection Laws.

Staff should never:

- Communicate with a student via social media
- Engage in sexually provocative or rough physical games
- Allow students to use inappropriate language unchallenged (eg racist, sexist or homophobic comments)
- Make sexually suggestive comments in front of, about, or to a young person, even in fun
- Use sarcasm
- Let allegations made by a young person go without being addressed and recorded on My Concern
- Deter young people from making allegations through fear of not being believed
- Jump to conclusions without checking facts
- Rely on their own good name to protect them (everyone regardless of position should adhere to these guidelines)
- Share personal information with a young person. They should not request, or respond to, any personal information from the young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Students should:

- Understand the need to help keep individuals safe and their impact upon others
- Be aware of other people's feelings and sensitivities
- Understand that some 'jokes' are not commonly understood or appreciated and may cause offence
- Encourage each other to report any concerns or issues
- Be prepared to accept that people make mistakes and can learn from them.

Confidentiality

- Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. Instead, they must explain that they may need to pass on information to other professionals in order to keep the student or other students safe
- Parents/carers will normally be involved and should be kept informed of concerns unless staff are certain that the child would be put at risk by their being so.

Monitoring, Evaluation and Review

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

Reviewed by the Governing Body in December 2018

Next Review Date: December 2019