

The Milton Keynes Academy

Child Protection Policy & Procedures

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1. Rationale

The Academy is a key front-line player, working in partnership with other children's services. Staff will always be mindful of local policies and procedures which are under direction of Social Services.

Everyone employed at the Academy has a responsibility in relation to child protection. In most cases this will be the referral of concerns to his/her line manager. In day to day contact with students at risk staff have the opportunity to note concerns and to meet with parents and other associated adults where this is appropriate.

Schools are required to work with and support different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role of the Academy, the procedures that staff will follow and guidance on CP related issues. It is not exhaustive.

All staff will put the needs and safety of the student at the centre of any decision they may need to take.

2. Aims and Purpose

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

It aims:

- To raise awareness of individual responsibilities in identifying and reporting possible causes of abuse.
- To provide a systematic means of monitoring, recording and reporting of concerns and cases.
- To provide guidance on recognising and reporting suspected child abuse.

3. Policy Statement

The Milton Keynes Academy fully recognises its responsibilities for child protection (CP).

Our policy applies to all staff, governors and volunteers working in the Academy. The policy is based on a model from the DCSF and has seven main elements to it:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students.
2. Raising awareness of child protection issues and equipping students with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which students can learn and develop.
6. Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
7. Promoting partnership working with parents/carers and professionals

Relationship to other Academy policies

This policy should be read in conjunction with the following policies: Special Educational Needs, Behaviour, Recruitment, Continuing Professional Development, Whistleblowing, Anti-bullying, Exclusion and Safeguarding and Student Welfare. It is also linked to Health & Safety, the Staff Handbook and the procedure for the administration of medicines.

4. Principles

- Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.
- In cases of suspected child abuse all staff have a responsibility for referral to Social Services or the Police.
- Immediate action to refer or consult is required where there is suspicion of abuse.
- Investigation is the responsibility of Social Services or the Police.
- Written records, signed and dated, must be kept by staff dealing with child protection. These should be concise and differentiate between opinion and fact. These records may be disclosed in legal proceedings.
- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.
- **The interests of the child are paramount.**

Definition of Safeguarding

Safeguarding covers a broad agenda and aims to achieve the following:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.
- Safeguarding is a preventative agenda that helps children and young people to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

Safeguarding is not just about protecting children from deliberate harm. It includes:

- Health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention

- Meeting the needs of children and young people 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
- Site security

5. Definitions 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.

Possible signs of physical abuse include:

- Unexplained injuries or burns
- Refusal to discuss injuries
- Improbable explanation of injuries
- Untreated injuries or lingering illness
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour
- Running away
- Significant changes in behaviour
- Deterioration in work
- Unexplained pattern of absences

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as illness caused by proxy, induced or fabricated illness or Munchausen's syndrome by proxy.

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or how they develop mentally and inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

Possible signs of emotional abuse include:

- Continual self-depreciation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour eg obsessive rocking, thumb-sucking
- Air of detachment 'don't care' attitude
- Social isolation
- Attention seeking behaviour
- Eating problems
- Depression, withdrawal

Sexual abuse

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

Possible signs of sexual abuse include:

- Bruises, scratches, burns or bite marks
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child's age
- 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

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. It may involve a parent or carer failing to provide adequate food, shelter, and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect include:

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

Internet Use

The Internet has now become a significant tool in the distribution of child pornography. Adults are using the internet to try to establish contact with children, with a view to grooming them for inappropriate or abusive relationships. Staff need to be aware of this and be responsible for monitoring students when they are using the internet at the Academy. Please also see the Cyberbullying section of the Academy's Anti-Bullying Policy.

6. Roles and Responsibilities

We recognise that because of the day-to-day contact with students, staff are well placed to observe the outward signs of abuse. The Academy will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the Academy whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the local Safeguarding Children Board and take account of guidance issues by the DCSF to:

- Ensure we have a designated senior person for CP who has received appropriate training and support and time for this role.
- Ensure we have a nominated governor responsible for CP.
- Ensure that every member of staff and the governing body knows the name of the designated senior person responsible for CP and their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person and that this is part of the Staff Induction and Continued Professional Development Programmes.
- Ensure that parents have an understanding of the responsibility placed on the Academy and staff for CP by setting out its obligations and explaining this policy.
- Notify Social Services if there is an unexplained absence of more than two days of a student who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding CP matters, including attendance at case conferences.
- Consider the needs of individual students who may need safeguarding.
- Keep written up to date records of concerns about students, even where there is no need to refer to the matter immediately. These should contain accurate details of actions taken.
- Ensure all records are kept locked securely, separate from the main student files.
- When a child on a protection plan transfers to another school, ensure copies are passed on to the designated person of the receiving school in a secure manner.
- Destroy child protection records as confidential waste when the child leaves school.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed. From October 2009 the new barred list of the Vetting and Barring Scheme came into force. This will ensure that unsuitable people will be barred from working with children. There is a duty on providers to refer workers they have found to be unsuitable to the Independent Safeguarding Authority (ISA) for consideration for barring. Further information about VBS see:
<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/vettingandbarringscheme/vettingandbarring/>
- Keep a record of all CP training attended by staff and governors.
- Provide guidance to staff on appropriate behaviour, eg use of restraint, what constitutes an abuse of trust and boundaries of professional behaviour.
- Put in place procedures for students on long term work placements.
- Ensure that all policies and procedures are fully implemented by all staff.

The Designated Person is responsible for:

- Acting as a source of advice within the Academy
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for CP effectively and that this is refreshed every three years.
- Ensure s/he refreshes training every two years and is up to date with developments in the field of child protection.
- Ensuring that staff, including temporary staff and volunteers, are familiar with the policy and with procedures.
- Follow up Initial Child Protection Concern forms completed by staff and consider them before taking action.
- Make a decision whether to monitor the situation or take the referral further. This decision should be communicated to the person raising the initial concern.
- Co-ordinating action within the Academy and liaising with external agencies over cases of abuse and suspected abuse.
- Referral of individual cases of suspected abuse. Where suspected cases are referred verbally to Social Services they should be confirmed in writing within 24 hours. Where there is uncertainty about making a full referral, advice can still be sought without giving the student's details.
- Overseeing child protection systems within the Academy including management of records, provision of information to other agencies and the monitoring of children who are subject to child protection procedures.
- Taking the lead in reviewing policy.
- Link with and report to the Chair of Governors on Child Protection issues.
- Ensure parents/carers are fully aware of Academy policies and procedures and that they are informed and involved.
- The designated teachers are;

Helen Craddock	Child Protection Officer
Barbara Catchpole	Upgrade Manager
Lorna Caldicott	Principal

Information and INSET

- All staff receive an outline of the procedures in September each year.
- Newly Qualified Teachers and all staff new to the Academy receive INSET about CP.
- An explanation of procedures and the nature of CP is made to students in Assembly (and tutorial follow up) at the beginning of each academic year.
- A CP record form is available in the staff room.

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant, or they may be withdrawn. The Academy will endeavour to support the student through:

- The content of the curriculum.
- The Academy ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued and how to keep safe.
- Ensuring the Academy operates within the legislative framework and recommended guidance.
- Providing guidance to parents/carers, children and staff about obtaining suitable support.
- The Behaviour Policy is aimed at supporting vulnerable students. The Academy will ensure that the student knows that some behaviour is unacceptable but they are valued and not be to blamed for an abuse which has occurred.
- Liaison with other agencies that support the student such as Social Services, Child and Adult Mental Health Services, Education Welfare Service and the Educational Psychology Service.

Ensuring that, where a student subject to a CP plan leaves, their information is transferred to the new school immediately and that the relevant Social Worker is informed.

THE GOVERNING BODY;

The Governing body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Governing Body must ensure;

- Child Protection policy and procedures accessible to parents/carers
- Safe recruitment procedures
- Appointment of a Designated Senior Person who is a senior member of the senior leadership team
- Identification of a responsible safeguarding governor
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the governing body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Principal
- All staff receive safeguarding and child protection training annually
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.

7. Procedures

7.1 Introduction

These procedures are intended to be used by staff that at some time may become involved in a CP procedure for one or more students at Milton Keynes Academy. Child Protection at the Academy is a shared responsibility. We are accountable.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being subject to a child protection plan (formerly known as the child protection register) and a written record will be kept.

If a pupil is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

In the cases of Victoria Climbié, the West children and Baby P it has been established that opportunities were missed for agencies to talk to each other. We as professionals must be alert to the possibility that a student may be suffering. It is our duty to protect. We must follow the procedures outlined below.

These procedures have been prepared within the overall framework of the local Child Protection Committee. This is an independent committee formed by representatives of all the key agencies who may be involved in CP matters.

These procedures will be updated annually and issued for information to Academy leadership staff, governors and the Academy Counsellor. Copies will be kept in the main office, each Village and in the staffroom.

IMPORTANT: It is essential that this procedure for referral is adhered to, without digression, and in the following way. Namely – contact to any outside agency should only be made in consultation with the Designated Person (Helen Craddock) or in their absence the Principal or relevant Head of Learning Village.

Anyone made aware of, or suspecting child abuse should take immediate action. A Common Assessment Framework is considered where there are concerns but the child is not considered to be suffering significant harm. Actual physical injury, verbal statements of actual abuse, and evidence of serious neglect justify urgent referral. A decision on whether or not to refer a child to the referral and assessment team (CSC) should be made by the designated member or their deputy following a discussion with the member of staff who has raised concerns.

Do not leave messages. Make sure that you speak to someone face to face. Take a note of their name and the time that you spoke to them.

If a child already has an allocated CSC social worker, the referral should be made directly to them.

All referrals should be in writing using the multi agency referral form (MARF). Urgent referrals will be accepted by telephone but must be confirmed in writing within 48 hours on the MARF. All referrals will be acknowledged by the CSC within 24 hours and the referrer told what action has been or will be taken. If the Academy does not hear within 24 hours the Child Protection Officer must chase up the referral.

Please note that the Police have the right to speak with the child without parental consent when it is in the best interests of the child. They may do so on Academy premises or in special premises where a film recording can be made if appropriate. However, they cannot take a student off the premises without the permission of the Principal. When the Police interview a student appropriate support should be provided by a member of staff known to the student.

Parents should be informed and permission requested in most cases, but it is legally not required if it is felt it is not in the student's interest; to contact Social Services, contact the Police or in seeking medical treatment.

7.2 Guidance on dealing with suspected abuse

All staff should refer concerns to the Designated Person as soon as possible. In the meantime they should:

- Give the student time to talk but do not probe or ask leading questions. Investigating is not the responsibility of the Academy. See *Dealing with disclosure* (below)
- Observe bruises, but do not ask a student to remove or adjust their clothing to observe them.
- Record accurately what the student says, with the time and date. A copy of this record may be passed to Social Services or other agencies.
- Very little should be said once abuse is suspected until the issues have been discussed with Social Services.

7.3 Dealing with disclosure

- Listen to the student
- Try not to show any shock you might feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Don't make promise about what might or might not happen next
- You cannot promise confidentiality
- You might consider using phrases like "You've done the right thing" or "I understand"
- Allow the student to talk but do not interrogate or use leading questions. Use questions such as "Do you have anything else to tell me?"
- Do not make judgements about the people students refer to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Make brief notes at the time and write them up afterwards – keep both sets of papers
- Use diagrams to record the position of bruising or marks (See appendix D)
- Be objective in your recording

After the disclosure appropriate support will be given to the student and member of staff receiving and dealing with the disclosure.

Staff/volunteers who receive information about children and/or their families in the course of their work should be careful to share that information only within appropriate professional contexts.

7.4 Procedures for monitoring, recording and reporting

At the time:

- Brief notes made at the time or immediately afterwards will help you to complete an Initial Child Protection Concern Report proforma. You should note: the date and time of the disclosure/incident

observed, the place and context of the disclosure or concern and facts you need to report.

When you can:

- Complete an Initial Child Protection Concern Report proforma which is available in the staffroom and pass it to the Designated Person or Principal.
- In the case of bruises or observed injuries the part of the body injured should be identified.
- Remember to keep to facts and not assumption or interpretation. Use the student's own language to quote instead of using your own terms. Be aware that these sheets can be used later in referrals to external agencies.

7.5 Allegations against an Academy employee, temporary staff or volunteer

Procedures:

The first action must be to inform the Principal of any possibility an adult has harmed a child, behaved inappropriately or committed a criminal offence against a child.

If the allegation is against the Principal, the Chair of Governors should be informed at once;

Peter Mitchell, Chair of Governors

This is an extremely difficult and sensitive area to address. However, all allegations have to be dealt with.

These are the guidelines:

Follow the Local Authority Procedure for Managing Allegations against staff which can be found at the following link:

<http://www.milton-keynes.gov.uk/mkgovernors/DisplayArticle.asp?ID=31929>

DO NOT suspend the employee until you have consulted with the HR advisors, local authority CP office.

DO NOT leave the student alone or with other students until there have been consultations and a course of action agreed, including the appropriateness of the student remaining in the Academy.

DO NOT seek to investigate the allegation itself or interview students.

CONSULT with the HR advisors and the Social Services CP team.

OBTAIN details of the allegation in writing, signed and dated from the employee reporting the issue, and/or other person(s) where appropriate (not the student who is the subject.)

SEND a full report to the CP team and the HR advisors if a joint decision is made that a formal investigation is appropriate.

CONSIDER the need for disciplinary action in respect of the employee where you are satisfied that a reportable offence has NOT been committed.

HOWEVER, any disciplinary action must be separate from CP investigations.

INVESTIGATIONS by the Police or Social Services will take priority over an internal investigation by the Academy.

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

7.6 Interagency liaison

The academy works in partnership with other professionals and agencies and may use the Common Assessment Framework to assess those children with extra needs. The Academy will liaise with Milton Keynes Council's Referral and Assessment Team (RAAT) for safeguarding wherever there are concerns or issues relating to safeguarding practice or the safeguarding of individuals.

At times Academy staff may be called to participate in meetings organised and chaired by Social Services. These might be:

- Strategy discussions
- Child Protection conferences
- Family Group conferences – where a plan is required for the student's future welfare
- Professional's meetings – where professionals from different agencies meet to make recommendations
- Core Group meetings

At such meetings Academy staff should be ready to talk about:

- Attendance and punctuality
- Academic achievement
- The student's behaviour and attitude
- Relationships with peer groups and social skills generally
- Student's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting

Prior to such meetings class teachers or others working closely with the student should be asked for their comments. Following the meeting staff should be brought up to date with any actions that are needed.

Where possible the member of the Academy staff who knows the child best should attend, preferably with the designated Child Protection Officer.

Information Sharing

- All information obtained by the Academy about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If a child is under 12, consent to share information about them must be obtained from parents or carers. Young people 12 to 15 may give their own consent if they have sufficient understanding. Young people over 16 can give consent.
- Information disclosure is on a need to know basis.

- Any dilemma re information sharing should be passed on to the designated member of staff or the CSC.

7.7 The Child Protection Plans

Students subject to a child protection plan will require additional support and monitoring. Social Services should advise the Academy of students' joining the Academy who are subject to a CP Plan.

7.8 Supporting children at risk

For children at risk the Academy maybe the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising is key and dealing with the emotional difficulties afterwards if they do.

The pastoral support programme (PSP) - Students who are 'looked after' will have their own PSP which will be drawn up in discussion with Social Services, the designated person, foster parents and the child themselves.

Support in school – nurture group - The nurture group provides students with the opportunity to work in a small group with dedicated staff who have time to listen to their concerns. Children can be referred for a short period of time during a crisis or for a longer period as the need arises. Many children benefit from feeling secure and relaxed in the 'at home' 'family based' ethos of the nurture group.

Support in school – pastoral care - All teachers are responsible for the pastoral needs of the students in their care. This includes the opportunity for students to share their concerns

Support in school – the curriculum – Within the curriculum there will also be the opportunity to discuss issues which students find sensitive and disturbing. Care will be taken particularly in relation to discussions about families and their make up.

7.9 Physical contact with students

Some form of physical contact with students by teachers is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues relating to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

In the event of physical constraint being used it is important that only the minimum amount is used in order to prevent the student from causing injury to themselves, others or property. Staff should follow the 'Use of Force to Control or Restrain Students' procedure. The majority of Academy teachers have had training in this procedure. Where teaching or support staff have not had training, they should refer, if possible, to a member of staff who has.

7.10 Working with parents and/or carers

It is important that the Academy has an established approach to working with parents/carers. Parents'/carers' and students' need for privacy should be respected. Attitudes to and contact with parents/carers should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the student and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child rearing. These differences should be acknowledged and respected provided they do not place a student at risk. The Academy will:

- Make parents/carers aware of the Academy's statutory role in safeguarding and promoting the welfare of children, including the duty to refer them where necessary, by making all policies available on the Academy website or on request.
- Provide opportunities for parents/carers to discuss any problems with teachers and/or relevant staff
- Consult with and involve parents/carers in the development of Academy policy to ensure their views are taken into account
- Ensure a robust complaints system is in place to deal with issues raised by parents/carers
- Provide advice and signpost parents/carers to other services and resources when children need support

7.11 Use of cameras and photographic images of children and young people

The academy will always secure the consent of a pupil's parent/carer before using an image of a pupil in a public forum.

7.12 Communication with students

Staff should not use their personal emails to contact students. They should not accept students as "friends" on their social networking accounts, such as Facebook nor should they contact students via such accounts. Staff should not text students using personal mobile phones. In any communication with a student via electronic means, staff must choose wording very carefully, keep the message to a minimum and avoid ambiguity.

7.13 Useful Contacts

Children's Social Care - Referrals and Assessments	01908 253169
	01908 253170
	Fax 01908 254460
Family Advice and Support Team	01908 253208
Asylum Seekers Team	01908 253601
Young People's Team	01908 253816
Family Group Conferencing	01908 392241
Teenage Pregnancy Co-ordinator	01908 253710
Child Abuse Investigation Unit	01908 276148
MK Family Solutions	01908 313622
Compass (YP Drug Service)	01908 379673
Relate	01908 310010
MK Young Carers Project	01908 231703
CAF Co-ordinators - Gilly Atree	07852766810

8. Policy Ownership, Monitoring and Review

The Principal will ensure

- that the academy keeps a central record of all accidents and incidents including action taken and by whom
- staff are aware of their responsibility to record accidents and incidents.
- racist incidents are recorded and dealt with and dealt with in accordance with DCSF guidance.

- serious accidents and incidents are reported to the governing body
- the designated member of staff maintains a high standard of recording of child protection concerns
- all accidents and incidents are scrutinised on a regular basis by the governing body to identify any problem or weaknesses around academy safeguarding or any emerging patterns an agree on course of action.

The Academy will undertake continuous self-assessment as CP issues are raised and addressed. The Governors will receive an annual report on Safeguarding and CP systems and statistics. The responsibility for ensuring that the Academy adheres to this policy and that this policy is reviewed rests with: Principal of the Milton Keynes Academy.

Other relevant documents and legislation

Working together to safeguard children (DCSF 2006 but to be updated in 09/10)

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00060/>

Milton Keynes Safeguarding Children Board inter-agency procedures

<http://www.mkscsb.org>

Advice on what to do if there are reasons to believe a child is being abused including legal issues surrounding information sharing

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>

Information about 'The Protection of Children Act 1999 and PoCA list

<http://www.teachernet.gov.uk/wholefamilyandcommunity/childprotection/poca/>

Advice for schools on child protection procedures

<http://www.teachernet.gov.uk/management/atoz/c/childprotection/>

Positions of power and trust for the purposes of the Sexual Offenders Act 2003

Home Office Leaflet: 'Working within the Sexual Offences Act 2003'

<http://www.teachernet.gov.uk/doc/6674/care-workers.pdf>

All of these guidelines can be found at www.miltonkeynes.gov.uk

Managing allegations against staff

Drugs Policy

Information Sharing Guidance

Interagency Procedures

Use of Photographic Images

Guidelines for dealing with and reporting racist incidents in schools

Use of Restrictive Physical Intervention

Safer Recruitment

Safer Working Practice for Adults who work with Children and Young People

SRE

Appendix A - Initial Child Protection Concern Record

This document may be used in court and must be factual.

Nature of concern (please circle)

Emotional

Physical

Sexual

Neglect

The Student

Student's name: _____

Date of Birth: _____

Address: _____

The Academy

Form Tutor's Name: _____ and contact number: _____

Name of the person completing this form: _____ Date completed: _____

Concern brought to attention by: (please circle)

1. The student themselves

2. A Parent

3. A member of staff Name: _____

4. Another adult Name: _____

5. Another student Name: _____

Concern prompted by: (please circle and then describe)

Direct observation

Behaviour

Comments from the student

Comments from another student

Contacts:

Parent/Carer Name(s): _____ Contact number: _____

Family social worker: _____ Contact number: _____

Investigating Officer CPIT: _____ Contact number: _____

Student's GP: _____ Contact number: _____

Child known to be subject to a Child Protection Plan? Yes/No

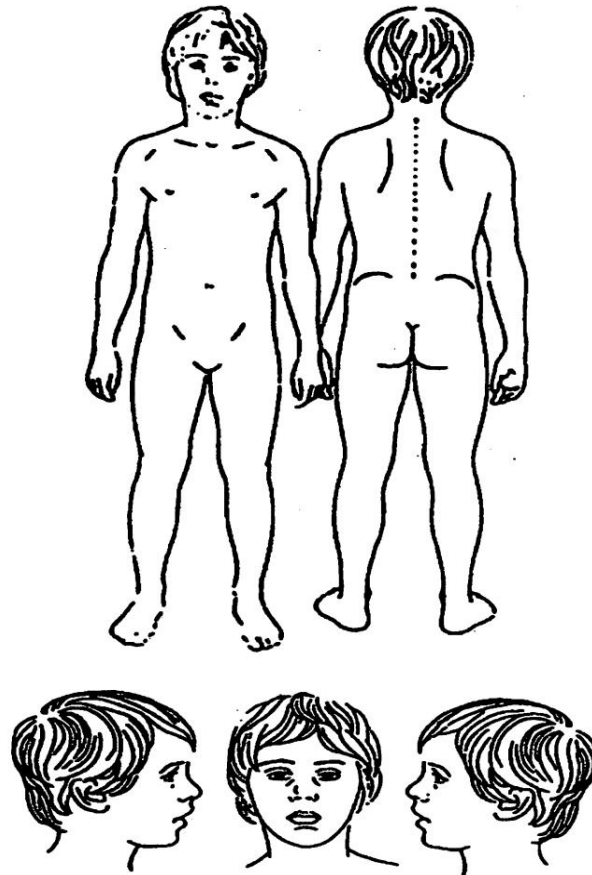
Date: _____

Appendix B – Diagram to record bruising or marks

Child's name Date of Birth

5. Injuries

Indicate on the diagrams the position of any bruising, cuts, or abrasions that you have noticed.



Appendix C – Annual Self –Review Tool

This document is saved separately.

Appendix D – Template for an Annual Report to the Governors

The Milton Keynes Academy
Annual Report to Governors
on
Child Protection and Safeguarding

INTRODUCTION

This document provides the basis of the report to the Governing Body regarding Child Protection and Safeguarding practice at the Academy that enables them to monitor compliance with the requirements of 'Safeguarding Children in Education' DfES/0027/2004 and to identify areas for improvement.

A copy of this report will be sent to the relevant authority as required.

A copy if this completed document should be attached to the minutes of the Governor's meeting where this topic on the agenda.

This report covers the period from _____ to _____

Name of Designated Person _____

Name of Deputy Designated Person _____

Name of Nominated Governor _____

Part One: Safeguarding Training

Summary of child protection and safeguarding training undertaken in accordance with “Working Together to Safeguard Children 2006” and local safeguarding children board guidelines.

Please note that designated staff should attend safeguarding training biannually. All other staff must have safeguarding training at least every three years. A record of each member of staff and governors attendance should be kept in their personnel file.

Staff	Total # to be trained	# of staff who received initial training	Provider and date of training	# of staff who received refresher training within time frame	Provider and date of training
Designated Person					
Deputy Designated Person					
Principal					
Nominated Governor					
Governing Body					
SLT					
Teaching Staff					
LSAs					
Support Staff					

Part Two: Safer Recruitment Training

Names of those who have undertaken Safer Recruitment Training

Name	Job Title	Date

Part Three: Additional Training Undertaken By Designated Person

Title	Date Undertaken

Part Four: Induction for New Staff

Induction of new staff and governors in Child Protection and Safeguarding

Staff	# who rec'd Safeguarding Induction	# still to receive Safeguarding Induction	# who have rec'd initial training	# still to receive initial training
Teachers				
Governors				
Support Staff				

Arrangements in place for any staff who have not yet received induction

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Part Five: Child protection Plans

# of students subject to a Child Protection Plan	
# of Child Protection files active in the Academy	

Part Six: Policies and other documents relating to Child Protection and Safeguarding

Policy / Procedure	Next Review by Governors	Internal Review
Anti-bullying	Not applicable	Autumn 2011
Child Protection	Autumn 2009	
Health & Safety	Not applicable	Autumn 2010
Exclusions	Spring 2010	
Administering of Medicines	Not applicable	Autumn 2011
Recruitment	Not applicable	Autumn 2011
Staff Handbook – guidance on conduct	Autumn 2009	

Whistleblowing	Not applicable	Autumn 2011
Continued Professional Development	Not applicable	Autumn 2011
Special Educational Needs	Summer 2010	
Behaviour	Not applicable	Autumn 2010
Safeguarding and Student Welfare	Autumn 2009	

Statutory Framework

- The Children Act 1989
- The Children Act 2004
- Education Act (2002) section 175
- DFES guidance Safeguarding Children and Safer Recruitment in Education (2006)
- HM Government ;'Working Together to Safeguard Children' (2006)
- Milton Keynes Policies and documents appertaining to Child Protection and Safeguarding.

Other comments on Child Protection and Safeguarding issues and action to be taken

Signed _____

Date _____

Name _____

Job Title _____