



The Aspire Academy & Tuition Centre

Child Protection and Prevent Policy of **THE ASPIRE ACADEMY & TUITION** *within its Education Settings*

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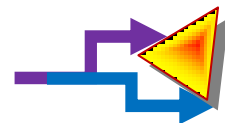
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Ealing OOSS
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Academy Name:	THE ASPIRE ACADEMY & TUITION LTD https://iaspire2pass.com https://aspire2pass.uk http://aspire2pass.com
Nominated Safeguarding Person (NSP):	Mr. Hamzah Muhammad
Deputy Nominated Safeguarding Person (NSP):	Miss Shukri Hanif
Nominated Governor For Safeguarding:	Mr. Michael Sylvester
Date Last Reviewed:	05/04/2023



The Aspire Academy & Tuition Centre Policy on Child Protection

TUITION PROVIDER: The Aspire Academy & Tuition Ltd,

The Northfields Community Centre, 71a Northcroft Road, West Ealing, London W13 9SS
13 Drayton Green Road, West Ealing, London W13 0NG

Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Lead & 'Back-Up' or NSP	Nominated Governor
2016		

Training for Designated Staff in Education (NSPs) should refresh their training every 2 years Keeping Children Safe in Education - KCSIE 2015)

Name of Staff Member/ Trustee	Date when last attended CPD Training	Provided by Whom (e.g. LBE, Educational Trustee Services)
Miss Shukri Hanif	5 th Sept to 7 th Nov 2019	LBE

Child Protection Training (all staff should receive induction and "regular" updated training (Keeping Children Safe in Education - KCSIE 2015) Some Safeguarding Children Board Best practice guidance for education states that minimally this should be every 3 years and best practice is annually.

Who attended (e.g. all teaching and welfare/ support staff, Trustee, volunteers)	Date	Training Delivered by
All teaching, support and site staff	5 th Sept to 7 th Nov 2019	LBE
All staff, including off site, tutors, support and mentors		
Full staff training		
Prevent training	5 th Sept to 7 th Nov 2019	LBE

Safer Recruitment Training in line with **Keeping Children Safe in Education** (KCSIE) 2015 at least one person on any recruitment and selection panel has to have undertaken Safer Recruitment training (Safeguarding Boards recommends this is updated every 5 years)

Name of Staff Member / Trustee	Date when attended	Provided by Whom (e.g. LBE, Trustee Services, on line training)

Review dates for this policy (annual review required KCSIE 2015)

Review Date	Changes made	By whom



Introduction

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the academy are protected from harm, both while at the academy and when off the academy's premises. An effective policy also makes it explicit that providers' 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.

All education and training providers are expected to play their part in keeping children safe. These responsibilities for maintained and independent schools (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Trustees Bodies and Proprietors to ensure that arrangements are made to safeguard and promote the welfare of children at the school.

Keeping Children Safe in Education (KCSIE) (DfE 2015)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);

<https://www.gov.uk/government/publications/working-together-to-safeguardchildren--2>

What To Do If You're Worried A Child Is Being Abused (DfE 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Our academy fully recognises the contribution it can make to protect children and support pupils in school'.

There are three main elements to our Child Protection Policy'.

(a) Prevention:

Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

(b) Protection:

By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

(c) Support:

To learners and staff and to children who may have been abused.

This policy applies to all adults, including volunteers, working in or on behalf of the academy.



3. THE ASPIRE ACADEMY & TUITION'S COMMITMENT

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for SMSC which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. To enable them to develop to their full potential and enter adulthood successfully.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Practitioners who work with children in this academy will read this policy within the framework of:

- London Borough of Ealing Child Protection Procedures (*Ealing Yellow Book*)
- Working Together to Safeguard Children (2015)
- Safeguarding Children in Education (2015)
- Information Sharing Practice Guidance (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002

As an education provider, The Aspire Academy & Tuition believes in supporting all aspects of children and young people's development and learning, and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff and tutors will work to ensure that:

- Children and young people feel listened to, valued and respected
- Staff and tutors are aware of indicators of abuse and know how to share their concerns appropriately
- All paid and unpaid staff, volunteer and tutors are subject to rigorous recruitment procedures
- All paid and unpaid staff are given appropriate support and training



Education staffs play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. The Aspire Academy & Tuition is committed to referring those concerns via the Designated Child Protection Officer (NSP) to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated child protection officer (NSP) and a deputy NSP who attend multi-agency training at least once every two years
- All staff are trained in basic Child Protection awareness every three years
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All children, young people and their families are familiar with the Child Protection Policy
- The child protection policy is reviewed on an annual basis by the NSP and the board of the Aspire Academy & Tuition board of directors.



Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical abuse

Physical abuse 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

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 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), 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, though it may occur alone. For more information, see our *Anti-Bullying Policy*.



Sexual abuse

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

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 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 caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Special Circumstances

The London Borough of Ealing's Safeguarding and Child Protection Procedures outlines response to special circumstances in child protection cases, including issues such as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending the academy
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers



The Nominated Safeguarding Person (NSP)

The Nominated Safeguarding Person (NSP) takes the lead responsibility for child protection, including support for other staff, tutors, volunteers and information sharing with other agencies, developing policies and staff training. The academy has one NSP and a Deputy NSP. Usually, the NSP is also the named person who responds to allegations made against members of staff, tutors and volunteers.

The NSP is a senior member of staff or management with the authority and seniority to carry out the functions of the role.

NSP Responsibilities

- Refer suspected abuse and neglect to the First Response Service
- Report allegations made against members of staff, tutors or volunteers to the Local Authority Designated Officer or LADO (and Ofsted, if Early Years / Play Providers / Childminders)
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff, tutors or volunteers and children/families/parents are aware of them
- Provide support and advice to all members of staff, tutors or volunteers within the setting regarding child protection concerns
- Keep Management informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, tutors and volunteers receive appropriate Child Protection and Safeguarding Training, and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

Other Staff's Responsibilities

It is the responsibility of all other members of staff, tutors volunteers and management to ensure that all safeguarding concerns, both minor and serious, are reported to the NSP as soon as reasonably possible.

The NSP may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the NSP may have.

Child Protection and Safeguarding Procedures

1. **You have a concern about a child / young person's wellbeing,** based on:
 - a. Something the child / young person / parent has told you
 - b. Something you have noticed about the child's behaviour, health, or appearance
 - c. Something another professional said or did



Even if you think your concern is minor, the NSP may have more information that, together with what you know, represents a more serious worry about a child.

It is never our decision alone how to respond to concerns – but it is always our responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

3. **Let the child / young person / parent know what we plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the NSP immediately.** If the NSP is not available, inform their Deputy. If neither are available, speak to the Head or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. **Make a written record** as soon as possible after the event, noting:

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said / What happened / What you noticed
... speech, behaviour, mood, drawings, games or appearance
- e. If child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed & why it is a cause for concern

6. The NSP may take advice from Family Contact Point

7. **The NSP makes the referral to Family Contact Point**

The referral will note all previous intervention by the academy with the child, any relevant history relating to the child, their siblings or the family.

8. The **NSP shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared

9. The **NSP informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know

... Family Contact Point may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure) ...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.



10. The **NSP remains in close communication with other professionals around the child / young person** and with the family, in order to share any updates about the child / young person

If a child protection or safeguarding investigation is pursued, the NSP and other key academy staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection or safeguarding conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.



Safe Practice

Safer Recruitment

Safeguarding Children in Education (2015) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel will have undertaken training in Safer Recruitment.

The Aspire Academy's Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

Allegations Against Staff, Tutors, Volunteers or Management

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the manager.

If an allegation is made against the manager, this should be brought to the attention of the Board of Directors.

In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection or Safeguarding Advisers, should be notified.

The Manager should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact the LADO in Swindon immediately
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff, tutors, volunteers or managers and review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.



Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present
- Staff, tutors, volunteers and management should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance (or alternative arrangements);

Supporting Academy Provision

Many other aspects of academy provision support the aims of this policy. The Aspire Academy & Tuition play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that can enable the academy to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Citizenship Curriculum
- Sexual Health Initiatives
- Academy Nurse checks
- Etc, etc

Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at the academy are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Manager immediately, in confidence. The Manager, in turn, will contact the Local Authority Designated Officer (LADO).

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff, tutors and volunteers to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

- Being alone with the child/young person
- Physical contact/restraint
- Social contact outside the academy's setting/appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care



- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- *Allegations Against Staff Policy*
- *The Aspire Academy's record of recruitment and vetting checks Policy*
- *Disability & Equality Policy*
- *Staff Discipline, Conduct & Grievance Policy*

Child Protection and Safeguarding Training

All new The NSP will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff, including the academy's board of directors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

Implementation, Dissemination & Review Strategies

This policy is reviewed annually by the NSP and is approved by the board of Directors.

All members of staff read and agree to the child protection policy before the start of their employment.

All children, young people and their families will be made read and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the London Borough of Ealing's Child Protection Procedures and Safeguarding Children in Education (2015) are easily accessible in the following areas:

- <https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/ealing-child-protection-and-safeguarding>
- <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/>
- <https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>



SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Aspire Academy & Tuition Centre values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

The Aspire Academy & Tuition Centre is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. The Aspire Academy & Tuition Centre seeks to protect children and young people against the messages of violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The Aspire Academy & Tuition Centre's directors and trustees, the manager, teachers and (the NSP) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for All Hallows is Mrs KJ Washington. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the



Designated Safeguarding Lead if this is not the same person. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues. SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum. WHAT WE DO WHEN WE ARE CONCERNED Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk. Child Protection Policy May 2016 February 2016 Safeguarding Audit and Inspection - 11 - In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) – • The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and • The school will review the situation after taking appropriate action to address the concerns. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us. If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household,



APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in us, we SHOULD

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok;
- Make a careful record of what was said (see Recording).

We would NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions will be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do we need to obtain?

- Schools have no investigative role in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of who, what, where and when;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.



If we do need to ask questions, what is and isn't OK?

- Never asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- Never make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: 'When was the last time this happened?' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support you could access if faced with this kind of situation in school.