

Paragon Christian Academy



Safeguarding Children Policy

Safeguarding Policy

Introduction

At Paragon Christian Academy, we believe in creating a safe school culture that promotes equality and excellence. At our school, we promote the core principles of respect, responsibilities fairness and justice, tolerance and understanding.

Staff should read the following documents:

- *Keeping Children Safe in Education (2016) Part One* – School leaders and staff that work directly with children should also read Annex A.
- PCA's Code of Conduct Policy
- PCA's Safeguarding Policy
- PCA's Child Protection Policy
- PCA's Whistleblowing Policy

Aims

- To safeguard and promote the welfare of all the children in the school's care.
- To protect staff members
- To minimise opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- To respond promptly to concerns
- To exercise appropriate sanctions
- To create and maintain an ethos of mutual respect, openness and fairness

Principles

Children are precious and special in the sight of God:

'But Jesus said, Suffer little children, and forbid them not, to come unto me: for of such is the kingdom of heaven.'

Matthew 19:14

The school therefore has a responsibility to protect children from things that cause harm. Safeguarding children is everyone's responsibility.

Approach

Paragon Christian Academy recognises its responsibility for Safeguarding and Promoting the Welfare of Children. The school's policy applies to the whole of the school's workforce including volunteers, governors and any contractors working on the school site. The policy focuses on 5 main elements:

- Staff recruitment and selection – ensuring that all staff (volunteers etc), have been appropriately checked for their suitability through the Safe Recruitment procedures (see "Safeguarding Children and Safer Recruitment in Education", January 2007);
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with an agreed plan;
- Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

We recognise that because of their day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse. Staff in schools will therefore:

- Report any inappropriate behaviour / activities to designated staff (or local authorities if they feel previous concerns were not dealt with correctly).
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to. (Procedures for dealing with disclosures are attached)
- Ensure that children know that they can approach any adult in school if they are worried and they will receive a consistent supportive response

We recognise that Staff need to be adequately equipped in terms of training, resources and time to discharge their responsibilities and that it is essential to maintain a sensitive and professional environment in which concerns may be raised. The Head Teacher at Paragon Christian Academy is therefore responsible for:

- Ensuring that the allocation of training, resources and time is sufficient for staff to discharge their responsibilities.
- Ensuring that an atmosphere of professionalism and sensitivity is maintained in relation to safeguarding children so that all staff and volunteers feel able to raise any concerns.
- Staff will have at least one safeguarding/child protection training session per academic year.

Staff in Paragon Christian Academy will follow the London Safeguarding Children's Board Procedures in all cases of abuse, or suspected abuse and have regard to the statutory obligations placed on us by Section 175 or Section 157 of the 2002 Education Act. We will therefore ensure:

- That we have a designated members of staff for child protection;

In Paragon Christian Academy the designated member of staff is: Mrs Dawn Chambers

- That the designated member of staff receives appropriate training approved by the London Safeguarding Children's Board and that this training is disseminated to all others in the school in line with statutory requirements (i.e. Training for all staff every 3 years and every 2 years for designated staff);
- That every member of staff and volunteer knows who the designated member of staff is and what their responsibilities are;
- That all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse;
- That all staff and volunteers are aware of the policy and procedures for Child Protection. It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns.
- That parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school policies;
- Assessment Teams are informed if a pupil, whose name is on the Child Protection Register, has unexplained absence of more than 2 days;
- Links are established and maintained with relevant agencies and co-operate as required with enquiries of a child protection nature;
- That where possible appropriate staff members attend all relevant case conferences on pupils within school including initial, review meetings and core groups;
- Written records are kept of concerns on children even where referral is not appropriate immediately;
- That all child protection records are kept secure and confidential and separate from the main pupil file;
- That all staff/volunteers are selected and recruited by going through appropriate safe recruitment processes as outlined in both county and national guidance;
- That all staff, governors, volunteers understand that there is a procedure to be followed in dealing with allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process. (Ofsted must be informed of any allegations of serious harm or abuse within 14 days.);

- The local guidance on reporting and tracking lost pupils/missing pupils and removing pupils from the school roll is followed;
- That this policy on Safeguarding is reviewed annually and is in line with London Safeguarding Children's Board procedures; and
- Safe recruitment practices are always followed.

We recognise that children 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 school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as Assessment Teams, Education Social Work Service, Educational Psychology Service and locality teams;
- Ensuring that, when a pupil on the Child Protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

It is noted that the provisions of Section 175 and Section 157 of the Education Act, place a general duty on Paragon Christian Academy to safeguard and promote the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Child Protection Policy, Anti-bullying Policy, First Aid Policy, Health and Safety, etc.

Senior Managers and Governors of Paragon Christian Academy will undertake an annual review of all related safeguarding policies to ensure our school is aware of the most recent expectations and will act to remedy any deficiencies in our policies without delay.

In line with requirements we will inform the Schools Safeguarding Team of any changes to the designated member of staff(s) and provide them with details on training received and policy review in line with required monitoring arrangements.

All staff should be aware of what physical contact with pupils is appropriate.

Staff should only exercise physical restraint as a last resort to prevent injury. Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Holding children's hands is generally appropriate in Key Stage 1. However, adults should not

initiate any physical contact unnecessarily, and there should be clear boundaries:

- Children should not be picked up (unless medically necessary or being restrained).
- Children should not sit on an adult's lap.
- Children should be discouraged from hugging adults.
- Adults should avoid being in a room alone with a child where the door is closed. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present.

Contact Details

City and Hackney Safeguarding Children Board 020 8356 4569
CCPAS 0845 120 45 50

Appendix

Definitions of Child Abuse

Types of abuse and neglect

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

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter

(including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Keeping children safe in education, Statutory guidance for schools and colleges - April 2015 & September 2016)

Date of original policy:	January 2013
Persons Responsible:	Child Protection Officer, Headteacher and Secretary
Reviewed:	February 2015
Reviewed:	February 2016
Reviewed:	July 2016
Reviewed:	October 2016
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