



Trinity Academy

Child Protection Policy

Sept 2018

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1 Principles

Within our school we aim to create an environment in which all pupils are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. (*Ref: How good is our school 4th Edition*)

We follow the procedures set down in the Interagency Child Protection Procedures Edinburgh and the Lothians 2014. This document states that:

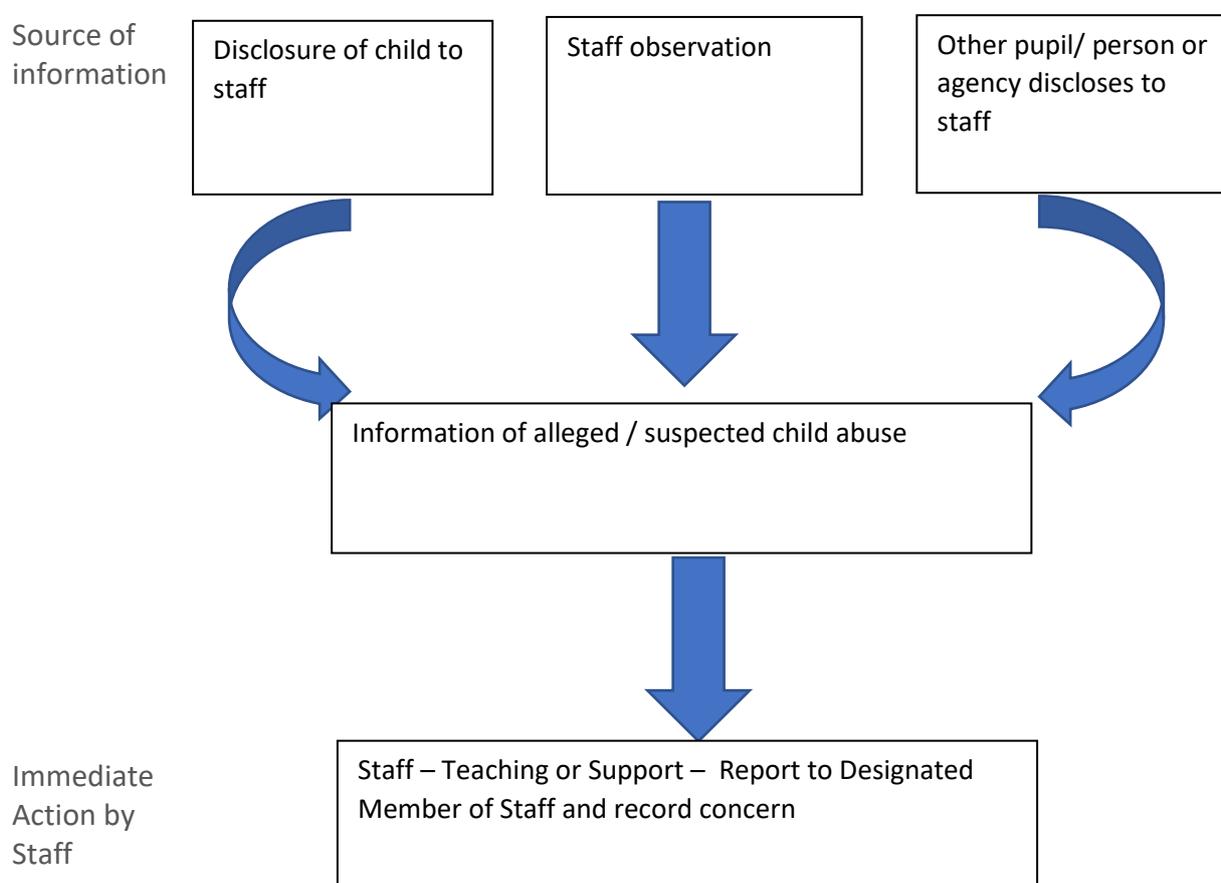
- All education staff have important roles in protecting children from abuse and neglect and in identifying children who may be at risk of abuse.
- The protection and wellbeing of the child must remain at the heart of all considerations and decisions

2 Procedures

Should an allegation of abuse be reported you **must** follow the procedures outlined below. For the purposes of child protection, the Designated Member of Staff (DMS) in your school is **Kath Stewart** (or, if unavailable, other DHT or HT)

If the DMS is / are not available concerns should be passed to:
Social Care Direct. Tel: 0131 200 2327

2.1 Flow chart for managing a child protection concern



2.2 Action

- 1 **Initial responses by staff to a child (see 2.3 and 2.4)**
 - (a) A guarantee of confidentiality must not be given to the child
 - (b) Any initial questioning or discussion must be limited to establishing the basic facts
 - (c) Open-ended questions must be used
 - (d) The member of staff questioning the child should not introduce either personal experiences of abuse or those of other children
 - (e) The child must be told that the DMS will have to be informed
 - (f) The matter must be referred to the DMS immediately
 - (g) In exceptional circumstances a member of staff may feel that the guidelines have not been implemented at school level. Should the matter remain unresolved the member of staff must seek advice from the Senior Education Manager, Schools and Lifelong Learning

- 2 **Action by DMS**

The DMS will contact Social Café Direct on 0131 200 2327

2.3 Guidelines for responding when a child discloses abuse

- | | |
|---------------|---|
| First | Listen |
| Second | Reassure the child |
| Third | Do not give the child a guarantee of confidentiality regarding the disclosure |
| Fourth | Take the allegation seriously |
| Fifth | Refer to the flow chart (Section 2.1) |

Children who are traumatised may experience a range of feelings, such as sadness, anger, anxiety or depression. Affirm whatever feelings the child has and avoid telling the child how they feel. Don't ask 'why' questions

Avoid being judgemental about information supplied by the child.

2.4 Basic Principles about responding when a child discloses abuse

- 1 Only ask enough questions to gain basic information
- 2 Take the allegation seriously and support – do interrogate
- 3 Use open-ended questions
- 4 Avoid leading questions

What happened? ✓

Did somebody hit you? X

When did it happen? ✓

Did it happen last night? X

Where did it happen? ✓

Did she come into your bedroom? X

Who did it? ✓

Was it mum? X

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3 Allegations against staff

Occasionally, an allegation of abuse may be made against a member of staff. To minimise risk, it is important that all staff are aware of the ways in which inappropriate behaviour/abuse may be manifested. The list is neither definitive nor exhaustive or is meant to suggest that all actions below are in themselves abusive; they must be seen in the context of interaction with the child and the intention of staff. They are meant to aid and advise staff in minimising risk and to encourage good practice.

Physical Abuse

Any form of physical assault including the attempt to:

Kick

Punch

Slap

Shake

Throw a missile

Sexual Abuse

Abuse of position of trust.

Any form of sexual assault

Possession of indecent or abusive photographs or images of children

Showing indecent or pornographic material to children

Suggestive remarks or gestures

Inappropriate touching or behaviour towards a child

Grooming

Sexual harassment

Emotional Abuse & Neglect

Racial / homophobic comments or behaviour, or failing to address this in others

Isolation e.g. locking a child in a room

Persistent sarcasm or belittling children

Threats

Bullying children, or failing to address it in others

Inappropriate punishments

Creating a climate of fear

Failing to prevent a child from physical danger

Overprotection or the prevention of socialisation

3.2 Safe Working Practices

- All staff are expected to behave in a manner consistent with the schools Code of Conduct
- A relationship between an adult and child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable children. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification
- All staff are expected to behave in a manner that maintains appropriate professional boundaries and to avoid behaviour which might be misinterpreted by others



Our Values

<p>Respect</p>	<ul style="list-style-type: none"> • We are a welcoming community which celebrates diversity and promotes equity. By doing this we ensure the best possible outcomes for everyone • We show consideration to one another in all that we do. • We are good listeners; we think before we speak; we are tolerant well-mannered and polite
<p>Ambition</p>	<ul style="list-style-type: none"> • We are determined to do our best in all that we do. • We set ourselves challenging targets and support one another to achieve to our potential • We are supportive of one another • We encourage and challenge ourselves and others to meet targets and succeed
<p>Honesty</p>	<ul style="list-style-type: none"> • We are an honest decent school. • Honesty means having integrity; being truthful, demonstrating positive behaviour and encouraging the same in others • We behave in a calm manner and develop resilience to cope with difficult situations. • We are committed to supporting and caring for one another and celebrating the talents of everyone