



BISHOP CREIGHTON ACADEMY

What to do if a child makes a disclosure:

Whilst this can be an alarming situation, it is important that adults know what to do in such an eventuality and for you to be able to stay calm and controlled.

- ◆ Listen to what is being said without displaying shock or disbelief. Accept what is being said.
- ◆ Allow the child to talk freely, listen rather than ask direct questions.
- ◆ Re-assure the child, but do not make promises that might not be possible to keep.
- ◆ Stress that it was right to tell and make them aware that their disclosure will be reported only to those that need to know and can help.
- ◆ Record details of the disclosure immediately, including wherever possible the exact words or phrases used by the child. Sign and date the safeguarding record form
- ◆ Report your concerns and give your written record to the DSL immediately to enable the matter to be dealt with in the most appropriate way.
- ◆ Be aware of your own feelings about abuse and find someone you can share your feelings with once the procedures have been completed. Ensure children's details and names remain confidential

Allegations of Abuse against staff

We take allegations of any kind against members of staff very seriously. Every staff member has a statutory responsibility to report all allegations of child abuse. All allegations or concerns must be immediately reported to the DSL or Principal. If the concern is about either of these people, the Regional Director should be notified.

Roles and responsibilities

All staff and visitors have a role to play in ensuring the well-being and safety of children, young people their families and each other. It is NOT the responsibility of staff to make judgements about whether what a child says is true or not.

Please pass on any concerns you may have to our Designated Safeguarding Leads (DSL's) Do not discuss your concerns with any other staff member.



Mrs V Redhead
**Principal
DSL**



Mrs E Smith
DSL



Mr D Pomeroy
**Regional
Director**

Safe Working at the Bishop Creighton Academy

- ◆ Always wear your ID or Visitors badge.
- ◆ Provide a good example and be a positive role-model by being respectful, fair and considerate to all.
- ◆ Treat all children equally – never build a 'special relationship' or favour a particular child above all others.
- ◆ Ensure that when working with individual children, that the door is left open, or that you can be visible to others.
- ◆ Do not photograph children (unless requested by the academy staff) exchange emails, text messages, and phone numbers or give out your own personal details.
- ◆ Do not receive or give gifts unless arranged through school.
- ◆ Only touch children for professional reasons and when this is necessary and appropriate for the child's well being and safety.



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**Safeguarding
Policy & procedure**
Important information
for staff & visitors



"The arrangements for safeguarding are effective and meet statutory requirements. Staff are well qualified and alert to pupils' needs and well-being. Records relating to safeguarding are very thorough and the academy follows up any concerns rigorously."
Ofsted, January 2016.



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Introduction

At the Bishop Creighton Academy, we take our responsibilities to safeguard the welfare of children, young people and adults very seriously and expect all staff & visitors, no matter what their role, to be committed to the Trust's policies and procedures to ensure all individuals are kept safe, free from harm and have their needs and welfare promoted at all times.

Definition

It is important to see safeguarding as the "umbrella" term for everything that is done to support children and young people, to keep them safe and promote their welfare. 'Working Together to Safeguard Children 2015' defines safeguarding as:

- ◆ protecting children from maltreatment;
- ◆ preventing impairment of a child's health and development;
- ◆ ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- ◆ taking action to enable all children to have the best life chances.

***The welfare of the child is paramount
(Children Act 1989/2004)***

- ◆ All children irrespective of their age, cultural background, disability, gender, language, racial origins, religious beliefs, sexual orientation have the right to be protected from abuse
- ◆ ***All suspicions and allegations of abuse will be taken seriously and responded to without delay***



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Categories of abuse

Any concerns in any of these categories will be of the highest priority and should be reported without delay in order for them to be assessed.

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: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional: 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Sexual: 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.

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.

Further detail can be found in Appendix 4 of our Safeguarding Policy.



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'Keeping Children Safe in Education' and "Working Together to Safeguard Children" identify those areas of vulnerability, all of which need to be assessed and the impact on the whole family considered:

- ◆ Child Sexual Exploitation (CSE)
- ◆ bullying, including cyberbullying
- ◆ domestic violence
- ◆ drugs - both the use of and the effect of living in a household of adults using drugs
- ◆ fabricated or induced illness
- ◆ faith abuse
- ◆ Female Genital Mutilation (FGM)
- ◆ forced marriage
- ◆ gangs and youth violence
- ◆ gender-based violence
- ◆ mental health – children living with parents with mental ill health
- ◆ teenage relationship abuse
- ◆ trafficking

Other areas of vulnerability may include children:

- ◆ who are living with, or witnessing, domestic abuse, substance misuse or parental mental ill health.
- ◆ through the use of technology and social media (E-Safety);
- ◆ who are disabled, who self-harm;
- ◆ who harm other children, especially sexually;
- ◆ who have transient, chaotic and erratic lifestyles, due to changes to accommodation or periods of being missing;
- ◆ subject to discrimination;
- ◆ who are sending or receiving inappropriate and/or offensive images/language