Noble Hall Leadership Academy for Girls fully recognises its responsibilities for child protection.

This policy applies to all staff, the Board of Directors and volunteers working in the Academy. There are five main elements to the Academy's Child Protection Policy:

- Ensuring the Academy practices safe recruitment in checking the suitability of staff and volunteers to work with any child.
- Raising awareness of child protection issues and equipping each learner with the skills needed to keep her safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting any learner who has been abused.
- Establishing a safe environment in which learners can learn and develop.

The Academy recognises that because of the day to day contact with learners, all staff are well placed to observe the outward signs of abuse. The Academy will therefore:

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

The Academy will adhere to the following procedures to:

- Ensure there is a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated Board of Director responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Board of Directors knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main learner file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

The Academy recognises 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 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 learner through:

- The content of the curriculum.
- The Academy 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 learners in the Academy. The Academy will ensure that the learner 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 learner.
- Ensuring that, where a learner on the child protection register leaves, their information is transferred to the new school immediately.

Advice to staff:

- Be alert to signs of abuse and act immediately in the interests of the child;

- Abuse is categorized as Neglect, Physical, Emotional or Sexual abuse;

- Remember that your priority is to protect the child;

- Never promise to keep secrets / confidentiality;

- Listen to the child;

- Do not be judgmental;

- Limit questioning;

- Write down   a. the name and tutor group of the child;

    b. the time and place of a disclosure;

    c. what the child said and your prompts or responses;

- Take action – refer the matter immediately the Child Protection Officer [Principal]