



**Bacton Primary School**



**Cedars Park Primary School**



**Mendlesham Primary School**



**Stowupland High School**

## **Local Child Protection Procedures**



### **History of Document**

Date Created	Author	Ratified by	Review Date
26.03.2019	T. Stagg		

**Our designated safeguarding staff:**

		
<p><b>DSL</b> Name Tina Stagg Other job roles: SENCO and class teacher Contact details <a href="mailto:mrs.stagg@cedarspark.net">mrs.stagg@cedarspark.net</a></p>	<p><b>Deputy DSL</b> Name Andrew Emms Other job roles Head teacher Contact details <a href="mailto:mr.emms@cedarspark.net">mr.emms@cedarspark.net</a></p>	<p><b>Deputy DSL</b> Name Aisha Suhail Other job roles Deputy Head Contact details <a href="mailto:miss.suhail@cedarspark.net">miss.suhail@cedarspark.net</a></p>
		
<p><b>Designated Teacher for Children in Care</b> Name Tina Stagg Contact details <a href="mailto:mrs.stagg@cedarspark.net">mrs.stagg@cedarspark.net</a></p>	<p><b>Headteacher</b> Name Andrew Emms Other job roles ADL Contact details <a href="mailto:mr.emms@cedarspark.net">mr.emms@cedarspark.net</a></p>	<p><b>MAT Safeguarding Adviser</b> Bev Clark <a href="mailto:enquiries@johnmiltonacademytrust.co.uk">enquiries@johnmiltonacademytrust.co.uk</a></p>
		
<p><b>Safeguarding Governor</b> Name Toni Calvert Contact details <a href="mailto:toni.calvert@cedarspark.net">toni.calvert@cedarspark.net</a></p>	<p><b>Chair of Governors</b> Name Mark Gillett Contact details <a href="mailto:mark.gillett@cedarspark.net">mark.gillett@cedarspark.net</a></p>	<p><b>Trustee with Safeguarding Responsibility</b> Mrs L Gibson <a href="mailto:enquiries@johnmiltonacademytrust.co.uk">enquiries@johnmiltonacademytrust.co.uk</a></p>

## Contents

<b>1</b>	Aim	2
<b>2</b>	Expectations	2-3
<b>3</b>	Early Help	3
<b>4</b>	What to look out for	4
<b>5</b>	How to respond	4
<b>6</b>	Who to pass concerns on to	5
<b>7</b>	Safeguarding concerns about another adult in the school	5
<b>8</b>	Additional Safeguarding Points 8.1 Non-collection of children 8.2 Missing pupils	5
<b>9</b>	Whistleblowing	7
<b>10</b>	Reviewing these procedures	7
<b>11</b>	Contact details for the local authority	7

### 1. Aim

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.

These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the following policies on:

Trust Policies	School Policies
<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection</li> <li>• Safer Recruitment</li> <li>• Complaints Procedure</li> <li>• Whistleblowing Policy</li> <li>• Health and Safety</li> <li>• Combined Data Protection and FOI Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour (including the anti-bullying strategy and approach to physical intervention)</li> <li>• Educational Visits Policy</li> <li>• Staff Code of Conduct</li> </ul>

They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2018). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- a) protecting children from maltreatment
- b) preventing impairment of children's health or development
- c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- d) taking action to enable all children to have the best outcomes

### 2. Expectations

All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child'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.

All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:

- a) are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
- b) must work, and be seen to work, in an open and transparent way
- c) must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- d) must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- e) must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
- f) must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- g) must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

### 3. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Early Help at **Cedars Park Primary School:**

- Providing breakfast for those who have not eaten at home
- Spare clothes/PE Kit/equipment in class
- Cups in classroom for those without water bottles
- Home/school diaries or communication books
- Snacks for those who are hungry
- Phone calls home to keep parents informed
- Teacher being available to meet parents and speak to child as much as possible to build a relationship
- Checking in with pupil on their emotional well being
- PSHE sessions on specific areas of difficulty or to meet needs of class
- Circle Time activities
- Completing yellow forms (Records of concern) and giving to DSL
- Staff all trained to spot early signs and symptoms of abuse or neglect
- Build trusting/supportive relationship with pupils
- Team meetings/Phase meetings to discuss concerns and seek advice from other staff at first sign of a concern
- Communicating regularly with family
- Lots of TLC from teacher/TA
- Interventions and small group work around social skills, emotional well being
- Jigsaw Group support

- TA support when relevant
- Spare equipment and kit in the classroom
- Quiet space or designated safe space for the pupil to use when needed
- Time out cards if required
- School clubs- lunch time and after school- to widen their horizons
- Informal monitoring
- Worry monster in class room
- Having a buddy for them
- Communicating with previous teacher/TA in case of changes in behaviour
- Refer to Early Help Team through CAF process
- Refer to Suffolk young Carers
- Refer to Nicky's Way (bereavement charity)
- Occupational Health referral
- Completing AANT for Educational Psychologist review
- SALT referral
- Nelson's Journey (bereavement charity)
- Refer to Education Welfare Officer
- Post Adoption Service
- CISS team (County Inclusive Support Service)

#### **4. What to look out for (recognising children who are experiencing or at risk of harm)**

Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see Part 1 and Annex A of Keeping children safe in education (September 2018)).

Children sometimes suffer more than one type of abuse at a time.

Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" (see Sexual violence and sexual harassment between children in schools and colleges <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> ).

Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see The prevent duty: for schools and childcare providers), and is similar in nature to protecting children from other forms of harm and abuse.

#### **5. How to respond**

If you have a concern about a child's wellbeing, based on:

- a) something the child or their parent has told you
- b) something another child has told you
- c) something you have noticed about the child's behaviour, health, or appearance
- d) something another professional said or did

**Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.**

Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never

your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

- a) Do not investigate but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. Do not discuss your concerns with the parent(s) if this may increase the risk to the child.
- b) If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. 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.'
- c) Inform the DSL immediately. If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
- d) As soon as possible after the event, make a written record using the recording form for safeguarding concerns (yellow form). These are available in the **in the PPA room, in the school office and in Miss Suhail's office**. If there was a disclosure, record the words of the child or parent rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.

Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

## 6. Who to pass concerns on to

Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for Children in Care, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant Trustee are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

## 7. Safeguarding concerns about another adult in the school

Safeguarding concerns about another adult in the school must be referred to the Headteacher (or whoever is fulfilling the role in their absence), without delay. If the concerns are about the Headteacher they must be referred to the Chair of Governors. They will contact the local authority Designated Officer (LADO) within one working day in respect of all cases in which it is alleged that a person who works with children has:

- a) Behaved in a way that has harmed a child, or may have harmed a child;
- b) Possibly committed a criminal offence against or related to a child; or
- c) Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- d) If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding ([enquiries@johnmiltonacademytrust.co.uk](mailto:enquiries@johnmiltonacademytrust.co.uk))

## 8. Additional Safeguarding Points

### 8.1 Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Escort the child to the main office by the class teacher or teaching assistant
- The office staff will then assume responsibility for the health and welfare of the child
- The office staff will contact the person(s) on the data collection sheet in priority order, if the parent has not already notified the office about late collection
- If the pupil is known to the Early Help team or Social Services, these will also be contacted.
- The incident will be recorded on Sims, if this becomes a regular incident.
- If this becomes a regular occurrence, advice will be sought from the Education Welfare Officer

## **8.2 Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- The class teacher or teaching assistant will notify the school office and head teacher immediately
- Available staff will search the school building and grounds for the missing pupil. If safe to do so, available adults will search the outside perimeter.
- Once this is complete, and if the pupil has not been located, the office staff will contact the parents and then the emergency services
- If this is at the end of the day and a parent contacts the school to say their child is missing, the same procedure will be followed.

## **9. Whistleblowing**

If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's whistleblowing policy.

The NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **10. Reviewing these procedures**

These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2018), are available in the PPA room on the Safeguarding notice board and on the school's website. Hard copies may be requested from the school office.

## **11. Contact details for the local authority**

To seek advice before making a referral to the local authority contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line 03456 061499 (Monday – Thursday 9am -5pm, line closes at 4.25pm on a Friday).

To make a referral to the local authority contact Customer First on 0808 800 4005, (open 24 hours a day). Members of the public and professionals can use this line. For professionals wishing to make a referral, the Multi-Agency Referral Form (MARF) can be found here:

<http://www.suffolkscb.org.uk/working-with-children/how-to-make-a-referral/>

Once completed, please email to [customer.first@suffolk.gcsx.gov.uk](mailto:customer.first@suffolk.gcsx.gov.uk)

If you are concerned a child is at immediate risk of serious harm, please call **999**.