



Bacton Primary School



Cedars Park Primary School



Mendlesham Primary School



Stowupland High School







Local Child Protection Procedures





History of Document

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Our designated safeguarding staff:

		
<p>Headteacher Peter Whear Contact details: pwhear@johnmiltonacademytrust.co.uk</p>	<p>DSL Name: Sarah McKendrick Other job roles: Assistant Head Teacher (AHT) Designated Teacher for Children in Care (CIC) Contact details: smckendrick@stowuplandhighschool.co.uk</p>	<p>Deputy DSL Name: Christian Appleford Other job role: Assistant Head Teacher (AHT) Contact details: cappleford@stowuplandhighschool.co.uk</p>
		
<p>Deputy DSL Name: Alistair Dick Other Job role: Assistant Head Teacher (AHT) Contact details adick@stowuplandhighschool.co.uk</p>	<p>Deputy DSL Name: Amanda Walden Other job role: Director of 6th Form Contact details: adick@stowuplandhighschool.co.uk</p>	<p>Deputy DSL Name: Ivan Holden Other job role: Progress Leader Contact details: iholden@stowuplandhighschool.co.uk</p>

		
<p>Chair of Local Board Name: Mrs Karen Hudson Contact details: enquiries@stowuplandhighschool.co.uk</p>	<p>Trustee with Safeguarding Responsibility Name: Ms Jenny Cousins Contact details: enquiries@johnmiltonacademytrust.co.uk</p>	

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

They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2020). 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 mental and physical 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 **Stowupland High School:**

- Tutor/meeting time/House System/Assistant Progress Leaders/Progress Leaders
- Reports/SPSF (Suffolk Pupil Support Framework)
- Student planners
- Parental liaison
- PSHE
- Safeguarding referrals to DSL/DDSL for action
- In year pastoral provision - Progress Leaders/ Assistant Progress Leaders / Graduate Interns/ Learning Support Assistants
- MHFA (Mental Health First Aid)/Mental Health Ambassadors/PMHW (Primary Mental Health Worker)
- School Nurse
- Anger Management
- Well-being Practitioner
- SENCO (Special Educational Needs Coordinator)
- PCSO (Police Community Support Officer)
- DSL (Designated Safeguarding Lead) and Deputy DSLs
- Suffolk Young Carers
- CAF (Common Assessment Framework)
- CISS (County Inclusion Support Service)
- Attendance Officer/EWO (Education Welfare Officer)
- Time-out cards should they be allocated according to need
- Bereavement referrals
- Friendship groups

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, 2020)).

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 front office pigeon hole area. 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)

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 student to the front office area
- Arrange for the office staff to contact the person(s) on the data collection sheet in priority order, if they have not already notified the office about late collection
- Inform Social Services if the student is being supported by this service
- Record the incident

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:

- Notify the school office Attendance Officer and the DSL or DDSL if the DSL is not available
- Notify the Progress Leader, Assistant Progress Leader and SLT lead for the year group
- Arrange for available staff to look for the student
- Contact parent/carers if the student cannot be located and the emergency services. If this is at the end of the school day and a parent contacts the school to say that their child is missing the same procedures 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.

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 2020), are available 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/>

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Once completed, please email to customer.first@suffolk.gcsx.gov.uk

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