









Wickhambrook Primary Academy Child Protection Procedures

Date: February 2021 Next review due by September 2021

Our designated safeguarding staff:

			
Kerry Taylor	Hannah Tyzack	Hannah Tyzack	Julie Aulton
Designated Safeguarding Lead (DSL)	Deputy DSL	Designated Teacher for looked-after and previously looked-after children	Deputy DSL
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Peter Nicholson	Hannah Tyzack	Peter Nicholson	Darren Woodward
Safeguarding Governor	Headteacher	Chair of the local governing body	Director of Education
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Aim

1. 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.

2. 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 trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. 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

Expectations

3. 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.
4. 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).

Early help

5. 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.

6. Wickhambrook's Early Help Offer

Early Help is everybody's responsibility: together we will make sure that children, young people and their families are safe, happy and ready for school, work and life's challenges. Early Help means better outcomes for children and families. Effective Early Help will resolve problems before they become overwhelming and require high cost, reactive services. Early Help enables children to be ready for school and more likely to achieve their full potential. We offer comprehensive student support and guidance, to ensure that the personal wellbeing of our students is catered for and that barriers to learning can be removed.

Below is a summary of some of our Early help interventions.

- Individual Meet and Greet for the beginning of the day
- ELSA trained member of staff
- SLT Friday lunchtime club
- Social Skills Group
- CISS (County Inclusion Support Service) outreach service for children with a diagnosis of ASD or with ASD traits.
- Personalised Timetables for those children who require additional support
- Responsive Intervention Groups
- Social Support Interventions
- Bespoke learning interventions e.g. reading, maths, phonics
- Speech and Language intervention
- Daily Reader sessions
- Booster Clubs
- Homework club
- Sensory Circuits
- Nurture Groups/Woodland School
- External Agency Support eg CAF and family support workers, social workers, OM mental health support, Parenting programmes, local police and PCSO, CAMHS (Children and Young People's Mental Health Services), PMHW (Primary Mental Health Worker), and the Diversion Programme
- Induction sessions for children starting Reception class, including home visits
- Advice and referrals to the school nursing team referral

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

7. 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](#)). 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.

How to respond

8. 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.

9. 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 or CPOMS. Recording forms are available in the staffroom. 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.
10. 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.

Who to pass concerns on to

11. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked-after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

Safeguarding concerns about another adult in the school

12. 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 (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. 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;
- c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- d. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding (swatts@unitysp.co.uk)

Whistleblowing

13. 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](#).
14. The [NSPCC Whistleblowing Advice Line](#) 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.

Reviewing these procedures

15. 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 in the staffroom and on the school's website. Hard copies may be requested from the school office.

Contact details for the local authority

16. To seek advice before making a referral to the local authority contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line on **0345 6061499**.
17. 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.

Professionals wishing to make a child safeguarding referral should use the [Children and Young People's Portal](#). The first time you complete a form you will be asked to create a new portal account.

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