









## Burton End Primary Academy Child Protection Procedures

Date: September 2020 Next review due by September 2021

Our designated safeguarding staff

			
Carly Wood	Melanie Frost	Danielle Willis	Helen Burton
Designated Safeguarding Lead DSL / Deputy Head	Alternate DSL / Deputy Head	Alternate DSL / SENDCo	Alternate DSL
cwood@burtonendschool.co.uk	mfrost@burtonendschool.co.uk	dwillis@burtonendschool.co.uk	hburton@burtonendschool.co.uk
			
Lucie Welch	Karen Sheargold	Lucie Calow	Darren Woodward
Designated Teacher for looked- after and previously looked- after children/ Deputy DSL	Headteacher	Safeguarding Governor	Chair of the local governing body Director of Primary Education
lwelch@burtonendschool.co.uk	head@burtonendschool.co.uk	lcalow@unitysp.co.uk	dwoodward@unitysp.co.uk

### 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. At Burton End Primary Academy we understand that from time to time family and home life can have its complications. At these times, our families may require some extra help and support. Our Early Help Offer below explains how we can support and advise our families during these times.

What support do we offer?	In school, our Safeguarding team are available to support and advise families. We can signpost or refer families to relevant services or agencies
---------------------------	---

	<p>for further help and can offer support to the children in school. Where necessary, the school can open a CAF (common assessment framework) which will help our families to access the help they need; whether from a Family Support Practitioner, from Social Services or other external agencies.</p> <p>Mrs Burton is our Emotional Literacy Support Assistant and Family Support Worker. She is trained in supporting children in school who may be experiencing any number of issues. She works closely with the child's class teacher, the Safeguarding team and the family throughout this process.</p>
What sort of concerns could we support you with?	At Burton End, we can offer support and advice on a range of issues, including: domestic violence, family break ups, school attendance, housing concerns, financial worries and debts, abuse or neglect, behaviour management and parenting, bereavement and loss, bullying and online safety. We will aim to help as much as we can with any issue you feel is having a negative impact on your child. Always come and speak to us if you are concerned.
When should you contact the school with your concerns?	Contact us when you feel a concern is having a negative impact on your child. We will always try to meet with you or give you a call quickly, to find out what the problem is and arrange what we can do to support with your concern.
How will safeguarding procedures be effective in supporting families?	The Safeguarding team have all received training to deal with varying issues and concerns. As described in this document and in our Safeguarding policy, the school has clear procedures to follow if we feel that a child is in danger. Where there are concerns raised, the school will follow our reporting procedures and the team will work with the families and all relevant agencies.
Who might the school refer to?	<ul style="list-style-type: none"> <li>• Children and Young People's Services</li> <li>• The In Year Fair Access Panel (IYFAP)</li> <li>• County Inclusive Support Service (CISS)</li> <li>• The school nurse</li> <li>• Speech and Language Therapist</li> <li>• Educational Psychologist</li> <li>• Suffolk Young Carers</li> <li>• Education Welfare Office (attendance)</li> </ul>
Who might the school signpost families to?	<ul style="list-style-type: none"> <li>• The Citizens Advice Bureau</li> <li>• Your GP or Health Visitor</li> <li>• The Freedom Project</li> <li>• The Food Bank</li> <li>• The Children's Centre</li> <li>• Children and Adolescent Mental Health Service (CAMHS)</li> <li>• Suffolk Wellbeing Hub</li> </ul>
Supporting Policies	<p>The policies below may give you further information regarding your concern. These are available on our website or you can request a paper copy from the school office.</p> <ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Special Needs Policy</li> <li>• Behaviour Policy</li> </ul>

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 record using CPOMS. Recording forms are available in the school office and should only be used by visitors, off site visits or if CPOMS is unavailable. Once able to recording forms are to be uploaded onto CPOMS. 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](mailto: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](mailto: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, e.g. the MASH Professional Consultation Line 0345 6061499.
17. To make a referral to the local authority contact Customer First at the Multi Agency Safeguarding Hub on 0808 800 4005. Alternatively please go to their website to make an online referral at the Multi Agency Safeguarding Hub at - <https://www.suffolk.gov.uk/care-and-support-for-adults/protecting-people-at-risk-of-abuse/mash/>