

Castle Manor Academy Child Protection Procedures

Date: September 2018 Next review due by September 2019

Our designated safeguarding staff

			
Victoria Horne	Michele Crissall	Giuletta Cianciola	Janette Godfrey
Designated Safeguarding Lead (DSL)	Deputy DSL	Designated Teacher for Children in Care	Safeguarding Governor
vhorne@castlemanor.org.uk	MA.Crissal@castlemanor.org.uk	GCianciola@castlemanor.org.uk	JGodfrey@castlemanor.org.uk
			
Vanessa Whitcombe	Justine Dawkins	Rosemary Prince	James Gosden
Headteacher & Alternate DSL	Chair of the local governing body	Director of Education (secondary)	Deputy Headteacher & Alternate DSL
VWhitcombe@castlemanor.org.uk	JDawkins@castlemanor.org.uk	RPrince@swatrust.co.uk	JGosden@castlemanor.org.uk
			
Jennifer Beaton	Steve Watts		
SENDCO & Alternate DSL	Trust Safeguarding Lead		
JBeaton@castlemanor.org.uk	SWatts@swatrust.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 online safety, 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 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

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. Castle Manor Academy's offer of early help is below:

Offer of Early Help

At Castle Manor Academy, we recognise that sometimes things can get difficult for families. Putting local support in early when a problem arises is much more effective than having to react later. By identifying emerging problems, sharing information with other professionals and targeting needs, we can increase positive outcomes for children, young people and their families. Early help is about preventing problems from escalating. It is everyone's responsibility. Together we will make sure that our children and young people and their families are safe, happy and ready for school, work and the challenges that life can bring.

Support for Everyone

Castle Manor Academy is a listening school. All parents and students are encouraged and invited to make appointments to talk and be listened to. All staff email addresses are available on the website and all staff are able to direct our families to the extra support they might need.

Tutor

All students see their tutor on a daily basis and have ample opportunity to speak with them in the event of any problems arising. Tutor groups have daily contact with Achievement Leaders who can further support and direct students and parents to those people who can help.

Learning Mentors

At the appropriate times, students can seek support and advice from our two learning mentors, Mrs Stubbings and Mrs Eady, who can help with a wide range of issues such as: exam stress, behavioural difficulties, bullying, friendship issues and uniform.

Attendance

Castle Manor Academy is committed to ensuring students attend school every day. Mrs Dobell and Mrs Freds are available in the main office to support with any difficulties surrounding school attendance.

Life skills

All students are supported in learning essential skills and knowledge that will equip them to deal with the challenges of daily adult life through our Skills for Life and tutor time programmes, which focus on Spiritual, Moral, Social and Cultural Education, Citizenship, British Values and Personal, Social and Health education.

Home Learning

All students are invited to attend homework club in the library after school and breakfast club in the sports hall before school. Mr Gosden can provide further information about breakfast club.

The School Nurse

The School Nursing Service provide a drop in for all students at lunch time on Wednesdays.

Targeted Support

Sometimes students need more targeted support to help with specific needs. Our Vulnerable Children's Officer, Mrs Crissall, is a Mental Health First Aider and an Emotional Literacy Support Assistant. Mrs Crissall will also invite families to access a wider early help offer by completing the Common Assessment Framework (CAF). Mrs Crissall also makes referrals to outside agencies as listed below.

Safeguarding

Mrs Horne is our Designated Safeguarding Lead. Alongside Mrs Crissall, who is Deputy Safeguarding Lead, the wider safeguarding team and the wider staff, Mrs Horne ensures that our children are referred to the appropriate agencies if they are at risk of harm and that they receive the support they need both inside and outside of school.

SEND

Mrs Beaton, our SENDCO, and her learning support team, provide planned support and intervention for students with Special Educational Needs and disabilities. Mrs Beaton is also part of the safeguarding team and coordinates early help for families of children with additional needs. The team also run the lunch time SENDHub support for vulnerable pupils and provide nurturing lunch bases for older students. They also run daily homework club in the library after school.

Peer Mentoring

A small number of students in Year 7 are selected to work with our Year 9 or 10 peer mentoring scheme. Please contact Mrs Horne for further information.

Support from Outside Agencies

When required, the school can make referrals to outside agencies who can provide a higher level of support in key areas. Key agencies we work with are:

Education Welfare Officer (attendance)

School Nursing Service

Child and Adolescent Mental Health services (CAMHS)

County Inclusion Support Service (behaviour and support for autistic spectrum disorders)

Nicky's Way (bereavement)

Turning Point (drugs and alcohol difficulties)

Suffolk Young Carers

Diversion programme (youth offending)

Online Support

Parents and young people can make direct referrals for emotional wellbeing and mental health support through the Suffolk emotional wellbeing gateway by visiting

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1>

Further signposting to local agencies in a variety of areas can be found on the Suffolk Safeguarding Children website.

<http://www.suffolkscb.org.uk/parents-and-carers/>

Details of parenting courses offered in the local area can be found on the Suffolk Parent Hub

<https://www.suffolk.gov.uk/children-families-and-learning/the-parent-hub/>

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 \(September 2018\)](#)). 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](#)). 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.
10. As soon as possible after the event, make a written record using the recording form for safeguarding concerns. These are available in the staffroom, the safeguarding office and in R&R. 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.
11. 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

12. 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 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

13. 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 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; or
- c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

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

Whistleblowing

14. 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](#).
15. 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.

Reviewing these procedures

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

Contact details for the local authority

17. To seek advice before making a referral to the local authority, contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line on 0345 606 1499. This line is open Monday – Thursday: 9:00am to 5:00pm and Friday: 9:00am to 4:25pm
18. To make a referral to the local authority contact Customer First on 0808 800 4005 or complete the MARF (multi-agency referral form) which can be found on the Suffolk Safeguarding Children Board website: <http://www.suffolkscb.org.uk/working-with-children/how-to-make-a-referral/>. The completed form should be sent to: customer.first@suffolk.gcsx.gov.uk
19. Remember to inform the DSL/ Deputy DSL/ an Alternate DSL if you have made a direct referral, making a written record using the recording form for safeguarding concerns