



Cedars Park
Primary School
NO LIMIT TO LEARNING

Local Child Protection Procedures






History of Document

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Our designated school and Trust safeguarding staff:

		
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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, local board members, 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:

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 SEND Policy

They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2022). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- 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
- Support from ELSAs
- Completing yellow forms (Records of concern), CPOMS incidents and giving/alerting to the DSL
- Staff all trained to spot early signs and symptoms of abuse or neglect
- Build trusting/supportive relationship with pupils and families
- 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 positive verbal support 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 - lunchtime 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)
- Music therapy

Please see the Safeguarding Provision Map (Appendix A)

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 B of Keeping children safe in education (September 2022)).

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

Children as well as adults can be abusers; child on child 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 no members of the designated safeguarding staff 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, record your concern on the CPOMs system. 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 following designated safeguarding staff are provided at the beginning of these procedures:

- DSL
- Deputy DSL(s)
- Designated Teacher for Children in Care
- Head of School / Executive Headteacher
- Chair of the local board and Trustee with safeguarding responsibility

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 Head of School / Executive Headteacher (or whoever is fulfilling the role in their absence), without delay.

If the concerns / allegations are about the Head of School/Executive Headteacher, speak to the Trust's CEO or HR Manager.

If the concerns are about the CEO they must be referred to the Chair of the Trust.

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:

- The member of staff to escort the child to the main office
- Provision will be made for the child to be cared for on the premises by the office staff; at no time will the child be left alone or leave the premises even with a member of staff.
- Every effort will be made to reassure a worried or upset child.
- The office staff will be asked if any information about changes to the normal collection routines has been made known to them.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents as emergency contacts to collect their child from the school, and whose telephone numbers are recorded on the Admission Form, will be contacted.
- All reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home.
- If all the above attempts are unsuccessful, a member of staff will contact the MASH Team - 0345 606 1499 no later than 4.30pm (or 6pm if the child is not collected from After School Club). In the event of no response from the MASH team, staff should contact Customer First 0808 800 4005
- If there is no response from the MASH team or Customer First, the police will be called on 101.
- If the pupil is known to the Early Help team or Social Services, these will also be contacted.

The incident to be recorded on CPOMs. The log of the incident will be completed by the member of staff dealing with it and handed to the Designated Leader for Safeguarding (DSL):

DSL – Will Main ADSL – Aisha Suhail

- 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 at any time during the school day a child is noticed as missing the following procedure will take place:

- As soon as it is noticed that a child is missing, staff will alert a senior member of staff.
- The senior staff and any other available staff will carry out a thorough search of the school buildings, playground and other outdoor areas including the field.
- The registers will be checked to make sure no other child is missing.
- External doors and gates are checked to establish whether there has been a breach of security. If the child is not found, the parent/guardian is contacted and the missing child is reported to the police (999 or 101), CCTV may be checked to establish the time the child absconded.

The police will want to know:

1. Where you are.
2. The name of the child.
3. The next of kin of the child.
4. A detailed description of the child (going from head to toe, clothing etc.)
5. When they were first noticed missing.
6. When and where they were last seen.

7. Circumstances of the disappearance (any trigger, arguments etc.).
8. Who is looking for the child at the moment, where they are and their mobile phone number.

When the police arrive they will co-ordinate the search and staff will comply fully with their instructions; staff should continue to search unless instructed by police to stop.

Follow-up to the incident

- When the child is found their needs and those of the parent are paramount. Emotions are likely to be running high, and this should be considered when trying to establish what happened immediately before the child left the school premises.
- It should be established whether the child is injured or has been harmed in any way, and the appropriate action taken.
- After the search there will be a need to meet with staff to re-assure them and to take the opportunity to de-brief.
- An incident report should be completed by the staff member co-ordinating the search and handed to the Designated Safeguarding Lead (or Alternate). This will be placed in the school's Safeguarding File.
- The head of school will inform any other relevant body as appropriate.
- A Risk Assessment review will take place in the area from which the child went missing as soon as possible. Any identified security improvements should be put in place as soon as possible.
- A meeting should be held with both the parent and the child to establish how the incident occurred, and what actions or support will be necessary to prevent such an incident from happening again in the future.

This may include:

- Pupil Support with the involvement of the Inclusion Leader/SENCo, other staff member or identified professional.
 - An individual risk assessment being reviewed or put in place.
 - A behaviour or learning support plan being reviewed or put in place.
 - A 'check-in' or buddy system being established.
 - Potential referral to an external agency where the pupil's safety, mental or emotional health and well-being are felt to be at risk.
 - A sanction being applied in line with the school's Behaviour Policy, if appropriate.
- The incident should be discussed at the next staff meeting and any recommendations for improvements in the procedure should be made to the Trust.

8.3 Missing Child (Off-Site School Visits)

If a child goes missing from an educational visit where parents are not attending and responsible for their own child, the following procedure applies:

- As soon as it is noticed that a child is missing, staff on the visit ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray.
- One staff member will search the immediate vicinity but does not search beyond that.
- A member of staff will inform the management of the venue if appropriate.
- The staff contact the police using a mobile phone and report the child as missing
- The person in charge informs the head of school who will then liaise with the police, inform the local authority and contact the family.
- If appropriate, the head of school may go to the venue to aid the search and be the point of contact for the police as well as support staff.
- In an indoor venue, the staff contact the venue's security staff who will handle the search and contact the police if the child is not found. Investigation following the safe recovery of the child
- The head of school, with the support of the police if appropriate, carries out a full investigation taking written statements from all the staff present at the time.

An Incident Log Sheet should be completed detailing:

1. The date and time of the report
2. Which staff/children were in the group
3. When the child was last seen in the group
4. What has taken place in the group since then
5. The time it is estimated that the child went missing.
6. Any other relevant details, including the recovery of the child.
7. A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. The incident is reported under RIDDOR arrangements and to the Local Authority Health and Safety Officer as appropriate.

8.4 Missing Child from Parental Care

At busy times of the day and during family events at school children occasionally go missing from the care of their parents. In order to try to ensure that the child is found quickly and safely the above procedures will still apply.

8.5 Arrangements at the end of After School Clubs

Every After School Club will have a register of children attending. Unless permissions have been obtained in writing to the contrary, all pupils will be handed over to their parents/carers at the end of the club by a member of staff.

8.6 Children Walking Unaccompanied Recommendations Walking to School and Walking Home Alone

To keep traffic to a minimum outside the school and the immediate area, thus helping to keep it safe for everyone in the community, and to provide the healthiest start and end to the school day for pupils, we recommend that pupils walk to school from home as much as possible, or that parents leave the car at a reasonable distance away and walk from there. Cedars Park Primary School recommends that children are accompanied to and from school by an adult until Year 5. However, legally the decision and responsibility for children walking alone remains with parents/carers and they may make the decision to allow their child to walk unaccompanied when appropriate for the individual child.

If a parent wishes their child to walk home unaccompanied then the school will need written permission from the parent/carer. In order to help children of Year 5 and 6 develop the skills they need to stay safe, both in preparation for secondary school and outside of school, we encourage parents of children from Year 5 onwards to consider allowing them more independence, depending, of course, on the ability of the individual child to cross roads and keep safe, the journey they have to make and their experience in making that journey. Becoming more independent, when parents are confident their child has the road safety skills, may start with your child arranging to meet up with friends and walk into school together, either from home or from a set meeting place. However, it is the parent's choice and responsibility for the school journey and the decision about when your child is ready to walk independently will remain with the parent. If you would like to discuss this with the school, please contact the head of school.

During the winter months, we recommend that parents ensure their child wears bright, light clothing, carries 'high visibility' items and/or carries a torch, as appropriate. Children may ride bicycles or scooters to school with parent's permission. Pupils must dismount at the site entrance as no riding of either is allowed once on the school property. Helmets should be worn at all times.

Pupils walking home alone are reminded that they may return to school if they feel concerned for any reason or if they arrive home and are unable to get into their house. If a child returns to school under these circumstances, the school will make every attempt to contact parents/carers, following the non-collection procedure.

8.7 Online contact with pupils

Staff should avoid contact with any pupil online outside of school (with the exception of parent staff members with their own children). Contact via email through teacher and pupil school email accounts is allowed to support home learning, all care should be taken to ensure that parents are aware of such communications. Any other contact instigated by pupils or by adults in school should be reported on CPOMS. Adults in school are reminded to ensure that they monitor their social media profile privacy settings to avoid this kind of contact. Pupils in school and their parents/carers are reminded through Computing lessons, information on the website and information on newsletters how to stay safe online. Any concerns regarding a pupil's safety online should be recorded on CPOMS.

9. Whistleblowing

If you are concerned about poor or unsafe practice or potential failures in the Trust or school's safeguarding regime, these should be raised with the CEO, Head of School / Executive Headteacher, Chair of the Local Board or Trust Safeguarding Lead 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 Trust or appropriate local board. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2022), are available in the staffroom 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: <https://cypportal.suffolk.gov.uk/web/portal/pages/home>

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

Contact details for relevant Trust personnel:

Role	Name	Contact details
Trust Safeguarding Lead	Tessa Sait	enquiries@johnmiltonacademytrust.co.uk
Safeguarding Trustee	Susan Hayter	
Chair of the Trust	Alan Ridealgh	
Chief Executive Officer	Karen Grimes	
Trust HR Manager	Nicky Hooper	

Appendix A: Safeguarding Provision Map

Safeguarding Support Services			
Universal Support: Children and young people are making good overall progress in school life and will benefit from support from:	Early Help Provision (Internal): Children and young people whose needs require some extra support. Two or more internal services are likely to be involved; these services will work together. A Team Around the Family meeting to share information and agree an Early Help Plan to support the child and family is helpful. A care plan will be developed:	Early Help Provision (External): Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. External specialist services are likely to be involved and will partner with the school and family using a Team Around the Family approach, Early Help Plan and a Lead Practitioner to co-ordinate multi-agency support will assigned:	Specialist Support: Children and young people whose needs are complex and enduring and cross many domains. More than one service is normally involved, with a co-ordinated multi-agency approach and a Lead Professional, commonly in a non- statutory role. At times statutory intervention may be required:
<i>Classroom Teacher</i>	<i>Behaviour Leader</i>	<i>CAHMS</i>	<i>Social Care</i>
<i>Teaching Assistant</i>	<i>Designated Safeguarding Lead</i>	<i>Charitable Organisations (see Early Help above)</i>	<i>Health Care</i>
<i>Subject Leader</i>	<i>Jigsaw Group</i>	<i>Education Welfare Officers</i>	<i>Police</i>
	<i>Raising Standards Lead</i>	<i>Educational Psychologists</i>	
	<i>SENDCo</i>	<i>Private Therapists</i>	
	<i>Teaching Assistant/ELSAs</i>	<i>School Nursing Service</i>	
		<i>Social Care</i>	
		<i>Health Care</i>	
		<i>Specialist Education Services</i>	