



## **Cranbury College Safeguarding and Child Protection Policy**

*Safeguarding and promoting the welfare of children is everyone's responsibility.*

### **1. INTRODUCTION AND RATIONALE FOR POLICY**

Cranbury College Management Committee and all staff fully recognise their responsibilities for Safeguarding and child protection. Our policy applies to all staff, Management Committee, volunteers and partners working in Cranbury. See guidance for external partners and providers in the Appendix 1.

We recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. Cranbury College is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Management Committee and school staff are committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Management Committee attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

### **DEFINITIONS**

Safeguarding and promoting the welfare of children (as defined by 'Safeguarding Children & Safer Recruitment, Jan. 2007) is:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

“Safeguarding” is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”

The Multi Agency Safeguarding Hub (MASH) is the first point of contact to Children’s Social Care for professionals and the general public who wish to make a referral to express concerns about a child or when difficulties have been identified in a family where there are children present.

Civic Centre, Reading, RG1 7AE

Tel: **937 3641 (73641)**

**The Emergency Duty team can be contacted on 01344 786543 for emergencies or outside normal hours**

### **Keeping Children Safe in Education Statutory Guidance for schools and colleges - September 2016**

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances

consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

The Designated Senior Persons (DSPs) for Safeguarding who have received appropriate training and support for this role are:-

- Mandy Wilton, Head Teacher- overall Designated Person
- Sarah Blunsden, Vision Centre Manager
- Sue Walker, Senior Behaviour Manager
- Donna Heslop, Secondary Centre Behaviour Manager
- Nicky Dziejulska, Independent Learning Programme Manager
- The nominated Management Committee member responsible for Safeguarding is Jan Harris

The DSPs form the Cranbury College Safeguarding team, the team will develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters including attendance at case conferences, keep written records of concerns about children, even where there is no need to refer the matter immediately, ensure all records are kept securely, separate from the main pupil file, and in locked locations and work with RBC to follow procedures where an allegation is made against a member of staff or volunteer. The team meet regularly to discuss safeguarding cases, policy, recording and systems. It is the responsibility of this team to ensure that the mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part 1 of the guidance “Keeping Children Safe in Education” September 2016.

All members of staff (including temporary and supply staff and volunteers) will be given training and information regarding Safeguarding. **All staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.**

All staff will notify their direct line manager if the designated officers are unavailable unless the concern is about that person in which case the member of staff should go immediately to **RBC Local Authority Designated Officer (LADO) - Sean Capewell - on 937 3555 (73555) or 07841 253871 (mobex 88143)**

## 2. AIMS OF POLICY

Our policy applies to all staff and volunteers working in the school. There are five main elements to the policy:-

- Ensuring **All staff** are aware of their roles and responsibilities in regard to concern for a child and the actions to take if there is immediate danger or risk of harm.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed Safeguarding plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

We will follow the procedures set out in Safeguarding Children in Education (DFES 2004) and Reading Borough Council (Berkshire) Local Safeguarding Children's Board guidance:

- Ensure we have a designated teacher for Safeguarding who has received appropriate training and support for this role.
- Ensure we have a nominated member of the Management Committee responsible for Safeguarding.
- Ensure every member of staff and volunteer knows the name of the designated teacher responsible for Safeguarding and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for Safeguarding.

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for Safeguarding by setting out its obligations.
- Notify Children's Social Care and the Virtual Head - Education - if there is an unexplained absence of more than two days of a pupil who is known to be on the Child Protection register / have a care plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer. Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through: -

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- Our behaviour policy which is aimed at supporting vulnerable pupils and will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Action Teams (including Education Welfare Service and Educational Psychology Service), Social Services, Child and Adult Mental Health Service
- Ensuring that, where a pupil on the child Protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

**IF YOU SUSPECT A PUPIL HAS A SAFEGUARDING ISSUE YOU SHOULD INFORM THE DESIGNATED PERSON ON YOUR SITE OR THE HEADTEACHER IMMEDIATELY AND ACCURATELY RECORD INFORMATION AS SOON AS POSSIBLE.**

### **3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

Cranbury College Senior Leaders will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a Safeguarding enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to Safeguarding and safeguarding

### **4. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER (DSP)**

The Headteacher is the named DSP for safeguarding children and Safeguarding in education establishments

#### **4.1 Key principles**

(Working Together to Safeguard Children, DfE 2015)

- a. All those working in education services can contribute to the safeguarding of children and Safeguarding processes. Responsibilities will include:
  - i. developing policies and procedures and adopting locally agreed procedures
  - ii. identification of concerns
  - iii. contributing to interagency Safeguarding plans
  - iv. preventive actions and strategies
  - v. ongoing monitoring of all children and those identified as vulnerable
  - vi. attending appropriate training
  - vii. liaison with parents or carers and professionals in cases of identified or suspected child abuse
- b. To facilitate the execution of these responsibilities all schools and colleges are expected to have a designated senior person (DSP) with knowledge and skills in recognising and acting on Safeguarding concerns.

## **2. Broad areas of responsibility for Designated Senior Person for Child Protection**

(Safeguarding children in education, DfE, 2004)

### **a. Raising awareness**

- i. The Designated Senior Person (DSP) should ensure the establishment's Safeguarding Policy is updated and reviewed annually in consultation with staff and the governing body.
- ii. The DSP should ensure the Safeguarding Policy is widely available within the whole establishment's community. The DSP should try to see that, in addition to all staff, parents or carers are aware of and have access to the policy to enable them to understand why and how Safeguarding referrals are made and what the role of establishment staff is. This should minimise conflict later. (The Safeguarding Policy can be found on the College's web-site.)
- iii. When children leave the establishment, ensure any Safeguarding information is sent to their new establishment as soon as possible, but sent separately from the main pupil file.

### **b. Training**

The DSP should have been trained and have ensured training for other establishment staff in the following: -

- i. identification and referral of suspected child abuse
- ii. role and function of the local Safeguarding Board (formerly area Safeguarding committee)
- iii. role and function of a Safeguarding case conference and education's specific contribution to this
- iv. knowledge and understanding of the establishment's Safeguarding policy and procedures (especially as regards new or part-time staff, who may have missed any annual training sessions)
- v. the importance of keeping accurate and secure written records of referrals or concerns
- vi. how to get resources and extra training (NB: DfES guidance suggests DSP should be trained at least every two years)

### c. Referrals

- i. The DSP is responsible for the referral of all cases of suspected abuse or allegations of abuse to the investigating agencies. In Reading if a child is believed to have suffered or be at risk of suffering abuse, the referral should be made to MASH, Children's Social Care on **937 3641 (73641)**; the **Emergency Duty team can be contacted on 01344 786543 for emergencies or outside normal hours**. If the child does not live in Reading referral should be made to the home borough. If the concern does not meet the Safeguarding threshold, a Child-in-Need referral should be made direct by the education establishment to relevant social work colleagues in Children's Social care or Early Help teams.
- ii. The DSP is responsible for ensuring that within 24 hours all telephone referrals are confirmed in writing on the **RBC Children's Social Care Referral Form** and copies sent to the social worker who took the original referral.
- iii. The DSP should be able to act as a source of support, advice and expertise in the education establishment when deciding on whether to refer. This may mean liaison with other agencies.
- iv. The DSP should liaise with the head teacher or manager (if DSP is not one of these) to inform him or her of any issues and ongoing investigations and to ensure there is always a deputy for his or her role, if he or she is not available.
- v. The DSP should ensure attendance at Safeguarding case conferences and provide a report, which must be discussed with parents or carers before the conference.

#### **d. Monitoring and reporting**

- i. The DSP should have oversight of all Safeguarding concerns in the school and be aware of all pupils there who are on the Safeguarding register.
- ii. In schools the DSP should liaise with the designated management committee member for Safeguarding and contribute to an annual report on Safeguarding for the governors.

### **5. RESPONSIBILITIES OF SCHOOL STAFF**

a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/DSP and other senior staff members.

b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

c) All school staff are expected to:

- Be able to identify signs and symptoms of abuse
- Report concerns (including concerns about other staff/professionals) to the DSP or other senior staff members as appropriate
- Be aware of the relevant local procedures and guidelines
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of Safeguarding concerns
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the DSP and this will be reported to the police.

- If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

## **6. APPOINTMENT OF STAFF**

When appointing staff, Cranbury College follow Reading Borough Council guidance and procedures, work with the Human Resources Recruitment Team and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that Safeguarding is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidate will be made aware that all staff is subject to a full DSB check.

### **Pre-appointment checks**

- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional of the necessary pre-employment checks.

## **7. ALLEGATIONS AGAINST STAFF**

a. Senior Leaders and Management Committee recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

b. We also further recognise that, regrettably, in some cases such accusations may be true. We, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher.

c. Cranbury College complies with Reading Borough Council guidance Safeguarding Children: Dealing with Allegations of Abuse Against Teachers and Other Staff January 2008

## 8. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all staff must familiarise themselves with the [Cranbury College Professional Boundaries Policy](#) and others listed at the end of this document.

## 9. STAFF TRAINING AND SUPPORT

a. Senior Leaders and the Management Committee recognise the importance of Safeguarding training for DSPs and for all other school staff who have contact with children. The designated member of the Management Committee for Safeguarding will have specific training in their role, available from the Local Authority.

b. Senior Leaders and the Management Committee expect the Head/Designated Senior Persons to ensure that all school staff, including support and administrative staff, receive training in Safeguarding and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.

c. The Head is also expected to ensure that all staff receive regular support in respect of Safeguarding work and know which senior member of staff to refer to for advice in the absence of the DSP.

## 10. CURRICULUM

The Senior Leaders and the Management Committee believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

## **11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)**

Senior Leaders and the Management Committee recognise that children with Special Educational Needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Persons will work with the Special Educational Needs Co - Ordinator to identify pupils with particular communication needs.

(See SEN Policy)

## **12. CONFIDENTIALITY**

Senior Leaders and Management Committee accept that Safeguarding raises issues of confidentiality, which should be clearly understood by all staff.

## **13. RECORD KEEPING AND REPORTS**

a. Senior Leaders and Management Committee expect all staff to maintain high quality signed and dated Safeguarding records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

b. Senior Leaders and Management Committee further expects school staff to assist the Children's Social Care Service by providing information for Safeguarding case conferences as required.

## **14. MONITORING PUPILS ON THE SAFEGUARDING REGISTER**

The Management Committee expect the Head to ensure that staff monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either on the Safeguarding list or deemed Children in Need will be provided in a timely fashion to Children's Social Care staff.

## **15. COMMUNICATING POLICY TO PARENTS AND PUPILS**

a. Senior Leaders and the Management Committee expect parents and pupils to be informed that the school has a Safeguarding Policy and is required to follow the Borough Guidelines for reporting suspected abuse to the Children's Services Department.

b. Pupils and parents should know how the school's Safeguarding system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

## **16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The Management Committee requires the Head to report to them annually on the effectiveness of the school's Safeguarding policy and on associated issues in the school over the preceding year.

The Management Committee designated person will carry out an audit three times a year. The completed form for this will be centrally kept within the College.

## **17. SAFEGUARDING IN RELATION TO OTHER SCHOOL POLICIES**

This Safeguarding Policy should be read in conjunction with the following Cranbury College policies: -

- Professional Boundaries
- Behaviour and Anti-Bullying
- Attendance
- Restrictive Physical Intervention (Cranbury College adopts RBC policy)
- Health & Safety
- Drugs
- Business Continuity Plan
- Risk Assessment

## Appendix 1

### (LEGAL FRAMEWORK & SUPPORTING GUIDANCE)

- Everyone can help to provide a safe environment for children and young people
- Safeguarding not only includes Safeguarding, but also encompasses health and safety, bullying and other issues such as medical needs, school security, drugs and substance misuse
- Safeguarding arrangements in schools should include measures to minimise risks and ensure concerns are addressed

‘Keeping Children Safe in Education 2016’ - updates specific guidance and emphasises the role of **ALL** staff in safeguarding.

‘**SAFEGUARDING CHILDREN IN EDUCATION**’ DFE 2004 - details specific responsibilities placed on governing bodies and designated staff within schools. The guidance requires all staff to be trained in Safeguarding at least every 3 years (2 years for designated staff).

The guidance is supported by various pieces of legislation including:

**SS175 AND 157 EDUCATION ACT 2002** - which place a duty on governing bodies of maintained schools & FE institutions and Proprietors of Independent schools to safeguard and promote the welfare of children. A similar duty is also placed on governing bodies of non-maintained special schools.

These are statutory duties and failure to have arrangements in place or have regard to guidance, may be grounds for action by the Secretary of State. Failure of individuals may result in disciplinary proceedings.

**THE CHILDREN ACT 1989** - provides the main legislative foundation for the care and protection children. Its overriding consideration is that the child’s welfare is paramount and delay is likely to prejudice a child’s welfare.

**SS17, 27, 47 CHILDREN ACT 1989** - place duty on local authorities, including schools, to assist where children are in need or at risk of harm

‘**WORKING TOGETHER TO SAFEGUARD CHILDREN**’ - provides a national framework within which agencies and professionals should work together to put the Children Act into practice. It forms the basis for local policies and procedures

**‘FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES’** - provides guidance as to how professionals and relevant staff undertake assessments in order to decide:

- whether a child is in need, including those at risk of significant harm
- what actions must be taken and which services would be appropriate

**‘WHAT TO DO IF YOU’RE WORRIED A CHILD IS BEING ABUSED’** - provides practice guidance on what to do if you have concerns about a child’s welfare, what happens once you tell someone and what further contribution you may be asked to make in order to address the child’s needs. It also gives some basic information on the legislative framework for safeguarding children and some useful guidance on information sharing.

## **PROTECTING CHILDREN FROM ABUSE**

(Including Definitions and Categories)

LAs, schools and other educational establishments, have a duty to safeguard and promote the welfare of children. Every member of staff can help to protect children from abuse by being alert to possible indicators of abuse e.g. bruises, signs of neglect and distress, knowing what action to take, and knowing the name of the designated person responsible for Safeguarding matters.

**‘What To Do If You’re Worried A Child Is Being Abused’**, issued to all schools, is practice guidance which focuses on what you should do if you have concerns about children, what will happen once you tell someone and what further contribution you may be asked to make. It also contains some basic information about the legislative framework for safeguarding children and useful guidance about information sharing.

**CHILDREN IN NEED:** Those unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services

**SIGNIFICANT HARM:** Threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

### **WHAT IS ABUSE AND NEGLECT?**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children & young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger.

- **PHYSICAL ABUSE:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health
- **EMOTIONAL ABUSE:** persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
- **SEXUAL ABUSE:** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways
- **NEGLECT:** persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter & clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

### **POSSIBLE INDICATORS OF ABUSE**

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising; bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Dramatic changes in behaviour e.g. more introverted, lacks confidence, more aggressive or more bullying, anti social behaviour, truancy
- Peer relationship problems
- Regression to wetting or soiling

- Frequent urinary tract infection or trips to the toilet
- Decline in performance or punctuality
- Low motivation
- Emotional dependence on adults other than parents
- Unwillingness to talk about home life or parents
- Frequent request to see the school nurse
- Avoidance of PE or swimming lessons (possibly hiding injuries or fear of vulnerability when changing)
- Self - harming
- Weight loss or gain; Eating disorders
- Poor hygiene; dirty clothing
- Substance misuse
- Attention seeking beyond norm for age
- Sexualised play or sexualised language beyond norm for age
- Unexplained access to large amounts of money or high spending patterns
- Withdrawn from school by those with parental responsibility
- Unreasonable restriction by those with parental responsibility e.g. not being allowed to attend extra curricular activities, 'house arrest'
- Appears frightened of, or is abnormally attached to, parent/s or carer/s

## DEALING WITH SAFEGUARDING CONCERNS IN Reading Schools

### Initial Action

#### 1. ACTION BY PERSON RECEIVING OR IDENTIFYING A CONCERN

- Treat the concern seriously and take all reasonable steps to protect the child

Call an ambulance if **urgent** medical attention is needed and immediately inform MASH on **937 3641 (73641)**

**The Emergency Duty team can be contacted on 01344 786543 for emergencies or outside normal hours**

- Talk to the child in an age appropriate manner according to age, understanding and SEN
- Avoid leading questions and keep an open mind
- Do not interrupt, make assumptions, offer suggestions or alternative explanations or attempt to investigate the concern
- Reassure the child that information will only be passed on a 'need to know' basis; do not promise total confidentiality or to keep secrets

**Tell the DSP for your site immediately, in the absence of the site DSP please contact the Head teacher.**

#### 2. ACTION BY DESIGNATED SENIOR PERSON

- Discuss the information with the person receiving the concern in order to decide what action to take (seek advice from MASH if in any doubt) but do not attempt to investigate
- If the child has made an allegation against a professional, the DSP should now contact **LADO on 937 3555 (73555) or 07841 253871 (mobex 88143)**
- Has the child suffered or is the child at risk of significant harm? If yes, contact MASH immediately or home borough if not Reading.
- Does the concern amount to a possible criminal offence? If yes, contact MASH immediately or the home borough if not Reading

- Does the child need additional services? If yes, can the school deal? If not, do you need to contact the LA for support e.g. education psychologist or should you make a 'child in need' referral to MASH?

### 3. CONSENT

- In general, agreement to refer child welfare concerns should be sought from the child, if sufficiently mature, and/or family, provided this will not increase risk of harm or prejudice an investigation
- Any doubts should be discussed with MASH on **937 3641 (73641)**.

#### REMEMBER

**Act quickly; delay may prejudice a child's welfare**

### 4. RECORDING

- The person receiving the concern should record the information including date, time, place, those present and anything said, in the child's own words. This should be signed and dated by the person receiving and countersigned by the designated person. **The RBC Safeguarding / Safeguarding Report Forms are kept in the office on each Cranbury College site**
- All decisions (including taking no further action), the reasons and those who made them, should be recorded (timed, dated, signed and countersigned as appropriate)
- When calling MASH be ready to provide the child's name, date of birth, ethnicity, address, information about the concern as above, details of any siblings and contact details of parent(s)
- You may need to refer to your notes



**IT IS VITAL THAT STAFF ACT QUICKLY WHEN A CHILD IS SUSPECTED OF BEING ABUSED OR AT RISK OF ABUSE**

**DELAY MAY WELL LEAD TO THE CHILD SUFFERING FURTHER HARM**

**REMEMBER**

- BE AWARE
- SHARE ANY CONCERNS
- ACT QUICKLY

**GUIDELINES FOR SAFE PRACTICE**

- Know the school's Safeguarding arrangements and who the Designated Senior Person is.
- Gifts to individual children should be part of an agreed reward system; other gifts should be of insignificant value & given equally. Do not single a child out for special treatment. Do not accept gifts regularly or ones of significant value; declare any which may be misconstrued
- Maintain professional boundaries. Do not give out your address, home/mobile phone number or e-mail address unless agreed with senior management and parents. Do not send pupils text messages and follow internal guidance about internet/e-mail use. Do not socialise with pupils or take them to your home.
- Report any concerns that a pupil has developed a crush on a member of staff. If a child touches you inappropriately, record and report it to the designated person. It may be innocent, but could indicate a problem that needs to be explored. Avoid clothing which could give the wrong messages.
- Physical contact should be needs led, age and gender appropriate. Involve another member of staff where contact may be misinterpreted. Avoid conduct which could be misinterpreted e.g. horseplay, tickling or fun fights. Avoid children sitting on your lap.
- Where physical contact is necessary to demonstrate the use of an instrument or equipment e.g. PE, games and music tuition, ensure that this is within appropriate boundaries.

- Do not do anything personal for a child that they can do for themselves. If bathing or changing a child with special needs, try to have another person present. Follow the agreed care plan for children requiring intimate care on a regular basis. Supervising children showering or changing should be age and gender appropriate and sensitive to potential embarrassment.
- Record and report incidents involving a child, including injuries, according to relevant procedures e.g. Safeguarding, Physical Intervention, Health and Safety.
- Do not make, or encourage others to make, comments which are sarcastic, demeaning or insensitive, or humiliating, or might be interpreted as such.
- Avoid meetings with pupils in secluded areas. Ensure visual access and/or open door in 1 to 1 situations and avoid 'engaged' signs. Avoid being alone with a pupil in transport.
- Plan and agree arrangements for out of school activities in advance e.g. overnight stays & adult/pupil ratio. Follow Health and Safety rules.
- Adhere to the school's Policy on Sex and Relationships Education and the wishes of parents
- Ensure materials used relate to planned learning outcomes and cannot be misinterpreted.
- Only use photography etc as appropriate to a school lesson or activity and ensure a senior member of staff is aware. Avoid 1 to 1 sessions. Be clear about the use and disposal of images. Be sensitive to children who appear uncomfortable being photographed. Recognise potential for misinterpretation. Ensure all images are available for scrutiny. Do not take, display, or distribute images without consent.
- Report any concerns about a colleague's behaviour and/or attitude toward children to the Head teacher.

Ratified by Cranbury Cranbury College Management Committee - October 2016

