

CHILD PROTECTION & SAFEGUARDING POLICY & PROCEDURES – TO BE RATIFIED

Date:	March 2018	Review Date:	March 2019
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This policy applies to all staff at Wandle Valley School, including parent/carers/carers, volunteers, governors and any visitors.

The purpose of this policy is:

- To protect all children and young people in this school.
- To provide all staff with the overarching principles to safeguarding and child protection expected in this school community.

At this school we believe that all children and young people should not experience abuse of any kind. We have the responsibility to promote the welfare of all children and young people and to keep them safe at all times when in our care. We are committed to our responsibilities in a way that protects them.

Legal Frameworks

This policy reflects current guidance and laws to protect children, namely:

- Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Protection of Freedoms Act 2012
- Keeping Children Safe in Education 2016
- Relevant Government Guidance on Safeguarding Children

We recognise that:

- The welfare of the child is paramount as enshrined in the Children's Act 1989
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have a right to equal protection from all types of harm or abuse.
- Some children and young people are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people, their families, carers and other agencies is essential in promoting their welfare.

"THE WELFARE OF THE CHILD IS PARAMOUNT"

At Wandle Valley School the safety and welfare of our pupils is of the utmost importance. Because of the day-to-day contact with children, our staffs are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any pupil may be at risk of harm or abuse, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation / Extremism (Prevent Duty) and be aware that any pupil may be at risk.

We have a duty to safeguard and promote the welfare of our pupils (*pupils under 18 years in FE institutions*) under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy, we have policies to cover the roles of staff, pupils and parents/carers in respect of Health and Safety, Anti-bullying, E-safety, Positive Handling, Racism and Discrimination, FGM and Radicalisation / Extremism (Prevent Duty) and so-called "Honour-based Violence" (see *KCSIE' DFE, September 2016, Part 1*)

We also ensure that issues of child protection are raised with pupils through the Personal, Social and Health Education (PSHE) curriculum to cover Peer-on Peer Abuse and So-called Honour-base Violence. Our policy applies to all staff, Governors and Volunteers working in the school; pupils and parents/carers are informed about this and our other policies in the school Prospectus. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns. This includes raising awareness of any current issues such as, self-harm, child sexual exploitation, female genital mutilation and preventing radicalisation (see 'Keeping Children Safe in Education' *DfE, September 2016, Part 1*)
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Working with other local agencies to provide Early Help to promote the welfare of identified pupils and to prevent further problems arising ;(*Working Together to safeguard Children HM Government 2013 page 11*)
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip pupils with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with pupils

If there are Child Protection concerns the **London Child Protection Procedures** (*5th Edition, London Safeguarding Children Board, 2014*) must be followed (available on the school

website, and also available from the Designated Safeguarding Lead. It can also be found at www.londonscb.gov.uk/procedures). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- “Working Together to Safeguard Children” (HM Government, 2015)
- “Keeping Children Safe in Education” DFE September 2016 (KCSIE)

If lower level concerns or needs (i.e. not child protection) are identified about a particular (*pupil*) the Sutton Common Assessment Framework (flowchart available at www.sutton.gov.uk) should be followed.

DEFINITION

Safeguarding is about every child and child protection is about significant harm.

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) who has suffered from, or may be at risk of physical injury, neglect, emotional and/or sexual abuse and CSE, FGM and Radicalisation/ Extremism and so-called ‘Honour – based Violence.’

Abuse is any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent/carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Peer-on Peer Abuse: social pressure by members of ones peer group to take certain action, adopt certain values, or otherwise conform in order to be accepted.

RECOGNITION

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- Bruises or marks on a pupil's body.
- Remarks made by the pupil, another pupil, a parent/carer or another adult.
- Observations of the pupil's behaviour, peer-on peer pressure.
- Unexplained changes in the pupil's behaviour or personality.
- Evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's play, drawing or writing.
- Evidence of neglect, failure to thrive or exposure to unnecessary risks.
- Unauthorised absence from school.
- Information about the parent(s)/carer(s) of the child or their home background.
- Misuse of information technology e.g. sexting, inappropriate comments on Facebook, cyber bullying and online grooming.
- Pupils who are reluctant to go home.
- Pupils with consistently poor hygiene
- Parents/carers who are dismissive and non- responsive to practitioners concerns
- Parents/carers who collect their children from school when drunk, or under the influence of drugs
- Children who talk about being left alone, with inappropriate carers or with strangers.

DESIGNATED SAFEGUARDING LEADS

Our Designated Safeguarding Lead is **Rose Rhule** and her deputies, when she is absent are **Lynda Harris, Andrea Atkins and Oscar Sanders**. They are responsible for child protection issues. Any member of staff concerned about a pupil should inform the Designated Safeguarding Lead or in her absence, one of the deputy Designated Safeguarding Leads immediately. If they are unavailable, a senior member of staff should be advised. This will ensure that there is always cover for this role. We also have a nominated governor for child protection who is **Natoya Ivey** and a deputy, who is **Tariro Madzima**.

The Designated Safeguarding Lead has responsibility to provide support to staff members to carry out their safeguarding duties.

The role of the Designated Safeguarding Lead (DSGL) is set out below, following the most recent guidance, "Keeping Children Safe in Education (*KCSIE DFE, September 2016*):

Managing Referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme, where there is a radicalisation concern as required.
- Support staff who makes referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Working with Others

Liaise with Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

As required, liaise with the "case manager "and designated officer(s) at the local authority for child protection concerns.

Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Act as a source of support, advice and expertise for staff.

Training

The DSGL (and any deputies) should undergo training to provide them with knowledge and skills required to carry out the role. The training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simple taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children at risk of radicalisation;

- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead (DSGL) should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implantations are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the LSCB (Local Safeguarding Children's Board) to make sure staff are aware of training opportunities and latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

DESIGNATED PERSON FOR LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Designated Person for Looked After Children is **Rose Rhule** and her deputies are **Lynda Harris, Andrea Atkins and Oscar Sanders**. They are responsible for promoting the educational achievement of children who are looked after. They should ensure that they have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents/carers or on an interim or full care order) and contact arrangements with birth parents/carers or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers for children looked after in the authority. The designated Person should work with the virtual school head to discuss how that funding can best be used to support the progress of looked after children in the school and meet needs identified in the child's personal educational plan (PEP).

THE ROLE OF INDIVIDUAL STAFF

The *Teacher Standards 2012* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation / Extremism and must be familiar with these procedures as set out in KCSIE September 2016. All staff must read Part 1 of KCSIE and a record logged

on the employees file.

Concern about a pupil must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should **not** investigate child protection / safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

CONFIDENTIALITY OF RECORDS

Our pupils and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and where appropriate pupil should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep "secrets" (see *procedure below*).

WORKING WITH CHILDREN

We recognise that young people, who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and a 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 pupil's a sense of being valued;
- the school's behaviour policy which is aimed at supporting vulnerable pupils in the school; we will ensure that pupil's know that some behaviour is unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils such as social care, the child and adolescent mental health service, and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

INFORMATION SHARING

Information about safeguarding issues will be shared with staff in school on a 'need to know' basis.

When sharing information with other agencies, the school will follow the guidelines in

'Information Sharing, Advice for practitioners providing safeguarding services to children, young people, parents/carers' (*HM Government, March 2015*). A copy can be found in the staff shared area.

The principles that this documents sets out are that information sharing must be:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

The most important consideration is whether sharing information is likely to safeguard and protect a child.

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within '*Working Together to Safeguard Children*' (*HM Government, March 2015*) and '*Keeping Children Safe in Education*' (*DfE, September 2016*)

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training a requirement since January 2010
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last five years and
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information is received
- Enhanced DBS checks, which include barred list information, will be required for any member of staff or volunteer engaging in a regulated activity.

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils and parents/carers can be assured this has been done.

The single central record will include a column for "prohibition from teaching".

The school is aware of and takes notice of the 'Disqualification by Association' Guidance 2015 where relevant to the school community and responds in a timely manner.

CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised. This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

VISITORS

All visitors are required to sign in and out at the main reception where they will be given a visitors badge. This will be returned to the main school reception on departure.

The school does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a school event). The Headteacher will use his professional judgment about the need to escort or supervise visitors.

CHILD PROTECTION PROCEDURE

If concern arises about the welfare of a pupil the following procedure must be followed.

- Tell the Designated Safeguarding Lead (or one of the deputies) as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the pupil has gone home;
- Early referral gives more time to offer help to the pupil and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil;
- The Designated Safeguarding Lead may consult Children's Social Services and MASH.

REPORTING CONCERNS

MyConcern is our simple to use, safe and secure software for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding/welfare concern, safe in the knowledge that a proper record has been made and that the safeguarding lead has been automatically notified. It also equips the designated safeguarding lead to assess each concern and manage any ongoing action that needs to be taken.

MyConcern was designed with the support of teaching professionals and it is constantly updated to reflect good practice and 'lessons learned', including those from Serious Case Reviews.

If at any point there is a risk of immediate serious harm to a pupil, you must inform the DSL IMMEDIATELY.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language. Consider using a signer or communication aid if pupil has special needs.

Remain calm - if you are shocked, upset or angry the pupil will sense this and this could stop them from saying more.

Reassure - the pupil has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

If a member of staff wishes to make a referral to Children's Social Care or to the Police they should consult the Designated Safeguarding Lead (or one of the deputies) about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead or deputies are not available a senior member of staff should be advised and the referral made (see *London Child Protection Procedures for details*). The MASH social care team or the education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 0208 770 6001 / 0208 770 5590.

The Designated Safeguarding Lead (or one of the deputies) must be notified. Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/index.aspx?articleid=9433>

(Additional information is also available in the London Child Protection Procedures for details)

REMEMBER

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the (*pupil*); and
- if you need help or support to manage your own feelings, this can usually be provided.

CONTACT WITH THE FAMILY

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Sutton Multi Agency Safeguarding Hub (MASH) or the Education Safeguarding and Well-being Lead.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent/carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), the pupil (as appropriate), parent/carer should be informed that the matter must be referred to the MASH.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. Children's Social Care), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, Fabricated or Induced Illness (FII) or if it is felt involving the family at this stage will put the child at greater risk, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.

RECORDING

- All records relating to child welfare concerns will be kept on the pupil's file and the file

- will be kept secure - a chronology of concern should be kept in the front of the records;
- where there are concerns about a pupil, our file (if paper) is easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil;
- We will keep written records of any concerns about pupil's, even where there is no need to refer the matter immediately;
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a pupil is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the pupil's welfare;
- Records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school;
- When the pupil leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Head teacher (or the Chair of Governors if the concern is about the Head teacher); ***(Refer to the schools Policy on Allegations Against Staff)***
- The Head teacher (or Chair of Governors) will always consult the Designated Officers (in Sutton, this person is still known as the Local Authority Designated Officer or LADO) within one working day (contactable through the Children and Family Service). The LADO will conduct any investigation, convene a Senior Strategy Meeting and involve other agencies as appropriate.
- Following consultation, the Head teacher (or Chair of Governors) will decide on appropriate action:
 - consider a Senior Strategy meeting
 - Consideration of disciplinary proceedings
- it is important to bear in mind that although the concern may relate to an individual pupil, other pupils may also be at risk;
- The procedures are in Sutton LSCB Procedure, Working Together to Safeguard Children 2015 Chapter 2, Para4, "Dealing with allegations of abuse against teachers and other staff and KCSIE (DFE September 2016)
- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
 - Further guidance can also be sought from the MASH

HARM, FROM OR TO, OTHER CHILDREN

- Abuse or concerns about a risk of abuse or harm by other young people; Peer on Peer pressure; So-called Honour-based Violence is subject to the same safeguarding

procedures as in respect of young people being abused by an adult;

- Professionals responding should be alert to the risk a child may pose to children other than any “current” victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

FOREIGN EXCHANGE VISITS

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject of some kind of concern, unless there is satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

We will take reasonable steps to ensure that a comparable approach is taken with our companion schools abroad. New guidance available makes it the parent’s responsibility.

PRIVATE FOSTERING

Where a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not closely related in that person’s home, they should raise this in the first instance with the Designated Safeguarding Lead.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- school staff have a legal duty to assist local authority Children Social Care (MASH) or the Police when they are making enquiries about the welfare of pupils;
- Information about a pupil must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll;
- Always advise the Designated Safeguarding Lead about such requests for information;
- Requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's:
 - academic progress
 - attendance
 - behaviour
 - relationships with children and adults
 - family
 - any other relevant matter;

- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the pupil's family.

PUPILS SUBJECT TO A CHILD PROTECTION PLAN

- The school will be told by the relevant local authority's Children Social Work Care when a pupil is subject to a Child Protection Plan (previously the Child Protection Register) whether it is the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil's record
- The school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

CHILDREN MISSING EDUCATION

The Education and Inspections Act 2006, places a duty on Local Authorities to make arrangements to enable them to identify children and young people of compulsory school age missing education in their area.

From June 2-13 Ofsted implemented new joint inspections for multi-agency arrangements for the protection of children which will include CMEs.

The L.A have introduced an additional tracker for pupils whose whereabouts are known but not accessing education therefore deemed as CME.

SUTTON CONTACT DETAILS

- LB Sutton Multi-Agency Safeguarding Hub (MASH) – 0208 770 6001 / 0208 770 5590
- LBS Education, Safeguarding Children Advisor – 0208 649 0414 (if unavailable contact the MASH)
- LB Sutton Children & Families, Referral & Assessment Service (RAS) – 0208 770 4343/4275
- LB Sutton (out of hours) Children & Families Emergency Duty Social Work Team (EDT) – 0208 770 5000

- LB Sutton Child Protection Advisor (Quality & Performance Unit) – 0208 770 4532 (if unavailable ask for the deputy or contact the Referral & Assessment Service)
- Local Authority Designated Officer (LADO) – 0208 770 5777 / 6787. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322
- NSPCC Whistle Blowing helpline: 0800 028 0285

KEY STAFEGUARDING DOCUMENTS TO HAVE DUE REGARD TOSUPPORT PRACTICES IN SCHOOLS

- ❖ Working Together to Safeguard Children – March 2015
- ❖ Keeping Children Safe in Education – DFE September 2016
- ❖ What to do if you think a child is being abused – DFE March 2015
- ❖ Advice for Schools on the Prevent Duty – DFE March 2015
- ❖ Section 26 of the Counter – Terrorism and Security Act 2015
- ❖ Section 5B of the Female Genital Mutilation Act 2003 – section 74 of the Serious Crime Act 2015 places mandatory duty for schools to report from October 2015 to the police.

