 

Castle Manor Academy: Child Protection Procedures

Date: September 2023 Next review due by September 2024

Our designated safeguarding staff:

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| Jack Watkinson | Michele Crissall | Jen Beaton |
| Designated Safeguarding Lead (DSL)  Designated Teacher for looked-after and previously looked-after children | Deputy DSL | Alternate DSL  Assistant Headteacher  SENDCO  Alternate Designated Teacher for looked-after and previously looked-after children |
| JWaktinson@castlemanor.org.uk | MCrissal@castlemanor.org.uk | JBeaton@castlemanor.org.uk |
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| Justine Dawkins | Tom Hughes | Jemma Lynch |
| Chair of the local governing body  Safeguarding Governor | Alternate DSL  Assistant Headteacher | Trust Safeguarding lead |
| JDawkins@castlemanor.org.uk | THughes@castlemanor.org.uk | jlynch@unitysp.co.uk |
|  |  | Director of Primary Education Primary |
| Vanessa Whitcombe | Kirk Bonas | Stephen Astley |
| Headteacher | Achievement Lead | Director of Education |
| VWhitcombe@castlemanor.org.uk | KBonas@castlemanor.org.uk | SAstley@unitysp.co.uk |

Aim

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.
2. These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust’s [policies](https://www.unitysp.co.uk/policies/) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school’s policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2021). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:
   1. protecting children from maltreatment
   2. preventing impairment of children’s mental and physical health or development
   3. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
   4. taking action to enable all children to have the best outcomes

Expectations

1. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. 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.
2. 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:
   1. 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
   2. must work, and be seen to work, in an open and transparent way
   3. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
   4. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
   5. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
   6. 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
   7. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

Early help

1. 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.
2. Here is our offer of Early Help:

**Offer of Early Help**

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

**Support for Everyone**

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

Tutors and Achievement Leaders

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

Learning Mentors

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

Attendance

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

Life skills

All students are supported in learning essential skills and knowledge that will equip them to deal with the challenges of daily adult life through our tutor time programme, which covers citizenship and British values education. All students have Life and Culture lessons where they learn about healthy relationships, sex education, e-safety and healthy lifestyles.

Home Learning

All students are invited to attend homework club in the library after. There is additional support with homework in B29 for students with additional needs. Please speak to Mrs Jacobs, our HLTA, for further information.

The School Nurse

The School Nursing Service provides a drop in once a month. These are advertised around school. All students can also be referred for appointments with the school nurse- please contact Mrs Crissall for further advice.

**Targeted Support**

Sometimes students need more targeted support to help with specific needs.

Mental Health First Aid

Mrs Crissall, our Vulnerable Children’s Officer, Mr Watkinson and Mrs Freds, our Attendance Manager are Mental Health First Aiders and can offer support on a 1:1 basis for any students struggling with emotional wellbeing and mental health. Mrs Freds is also trained to support students 1:1 who are struggling with low mood. Many of our other support staff have also been trained in Mental Health First Aid.

Early Help Hub

Mrs Crissall (Vulnerable Children’s Officer), Mrs Freds (Attendance Manager), Mrs Beaton (SENDCo) and Mr Watkinson (Assistant Headteacher and Designated Safeguarding Lead) are all trained in the use of the Signs of Safety technique when completing an Early Help Assessment. We will invite families to access a wider early help offer by completing the Common Assessment Framework (CAF) where we think there is need. Mrs Crissall also makes referrals to the outside agencies as listed below.

Emotional Literacy Support

Mrs Crissall and Mrs Jacobs (Higher Level Teaching Assistant) can both offer support with identifying and coping with difficult emotions.

Anxiety support

Miss Neal is able to offer small group interventions around managing anxiety and teenage life. These group interventions take place throughout the term.

Trauma-informed Practitioner Intervention

Miss Neal is also trained to work with students who have experienced difficulties in their lives, and to help them learn to make sense of these challenges and stresses. She works with students 1:1. Please speak with Mr Watkinson for more information.

Mental Health Support Team

We can also make referrals to the Mental Health Support Team, who work with students for limited periods in school on common mental health difficulties such as low mood, anxiety and so on. Please speak to Mr Watkinson if your child is displaying signs of needing further support with their mental health.

Safeguarding

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

SEND

Mrs Beaton, our SENDCO, and her learning support team, provide planned support and intervention for students with Special Educational Needs and disabilities. Mrs Beaton is also part of the safeguarding team and coordinates early help for families of children with additional needs.

Support from Outside Agencies

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

Education Welfare Officer (attendance)

School Nursing Service

Child and Adolescent Mental Health services (CAMHS)

Nicky’s Way (bereavement)

Turning Point (drugs and alcohol difficulties)

Suffolk Family Carers

Diversion programme (youth justice)

Orminston Families (Supporting young people affected by the imprisonment of a close family member)

Online Support

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

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

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

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

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

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

What to look out for (recognising children who are experiencing or at risk of harm)

1. Children can be harmed in several ways; abuse can by physical, sexual, emotional or it can take the form of neglect (see [Part one of Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” (see [Part five of Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see [The prevent duty: for schools and childcare providers](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)), and is similar in nature to protecting children from other forms of harm and abuse.
2. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Online safety

1. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt whole school approaches to online safety to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene and escalate concerns as appropriate. This includes the use of Smoothwall Filtering and monitoring software. It automatically blocks inappropriate and illegal content and alerts the safeguarding team.
2. Our approach to online safety can be found detailed in our online safety policy which can be found on the school website. This policy describes our response in the four areas of risk: exposure to illegal, inappropriate or harmful content; being subjected to harmful online contact with other users; personal online conduct; risks of commerce such as online gambling. Online safety is covered in staff training and in the curriculum for all year groups throughout each school year.
3. We have a clear policy on the use of mobile phones and smart technology which can be found in the online safety policy and the expectations for learning (behaviour policy), as well as the ICT acceptable use agreements for staff and students.

How to respond

1. If you have a concern about a child’s wellbeing, based on:
   1. something the child or their parent has told you
   2. something another child has told you
   3. something you have noticed about the child’s behaviour, health, or appearance
   4. 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.**

1. 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.
   1. **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.**
   2. 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 (the DSL) so that she can help us think about how to keep you safe.’
   3. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
   4. As soon as possible after the event, make a written record using CPOMS. If you are unable to access CPOMS, use the recording form for safeguarding concerns. Recording forms are available at main reception. 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.
2. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

Who to pass concerns on to

1. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked-after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

Concerns about another adult in the school

1. Safeguarding concerns about another adult in the school that may meet the harms threshold set out below, must be referred to the Headteacher (or whoever is fulfilling the role in their absence) without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. They will contact the Local Authority Designated Officer (LADO) within one working day in respect of all cases that may meet the harms threshold, i.e. in which it is alleged that a person who works with children has:
2. Behaved in a way that has harmed a child, or may have harmed a child;
3. Possibly committed a criminal offence against or related to a child;
4. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
5. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

1. Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the Headteacher working at the school), they should be reported to the Director of Education. If they are about a member of the trust central team, they should be reported to the Chief Executive Officer. All low level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.
2. The term ‘low level’ concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work, but that does not meet the harms threshold for referral to the LADO. Examples of such behaviour could include, but are not limited to:

* being over friendly with children;
* having favourites;
* taking photographs of children on their mobile phone;
* engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
* humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that might look inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Sharing, recording and dealing with low level concerns appropriately not only keeps children safe but also protects those working in or on behalf of schools.

Whistleblowing

1. If you are concerned about poor or unsafe practice or potential failures in the school’s safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust’s [whistleblowing policy](https://www.unitysp.co.uk/documents/whistle-blowing-policy-and-procedures/).
2. The [NSPCC Whistleblowing Advice Line](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Reviewing these procedures

1. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education), are available in the staffroom and on the school’s website. Hard copies may be requested from the school office.

Contact details for the local authority

1. To seek advice before making a referral to the local authority, contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line on 0345 606 1499. This line is open Monday – Thursday: 9:00am to 5:00pm and Friday: 9:00am to 4:25pm
2. To make a referral to the local authority contact Customer First on 0808 800 4005 or complete the MARF (multi-agency referral form) through the online portal which can be found on the Suffolk Safeguarding Children Board website: <https://www.suffolkscb.org.uk/working-with-children/how-to-make-a-referral/>
3. Remember to inform the DSL/ Deputy DSL/ an Alternate DSL if you have made a direct referral, making a written record using CPOMS.