



# Safeguarding Children Policy

## Centre Academy East Anglia

To be reviewed annually. Review September 2017  
In the light of new Legislation this policy has been reviewed Nov 16.

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*Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

This policy has regard for;

'The Prevent Duty' Department for Education (June 2015)

'Keeping Children Safe in Education' September 2016

'Working Together to Safeguard Children' March 2015

'Preventing and Tackling Bullying' Department for Education (October 2014)

'Suffolk Safeguarding Children's Board'

The purpose of CAEA's Safeguarding Policy is to ensure every pupil/student who is registered at the school is safe and protected from harm. The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school. These arrangements have regard to any guidance issued by the Secretary of State.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of vulnerable children.

Centre Academy East Anglia (CAEA) is dedicated to safeguarding and promoting the welfare of our students.

*Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.*

***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.*

Working Together to Safeguard Children, March 2015

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## **Introduction**

This policy is one of a series that relate to Centre Academy's safeguarding.

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are safe and feel secure and looked after make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and members of the Governance, will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

(The use of "school" in this policy refers to both the day and boarding aspects of school life.)

Working Together to Safeguard Children (March 2015) defines Safeguarding and the promotion of the welfare of children 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.*

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

*All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.*

*Keeping Children Safe in Education September 2016*

The Safeguarding Children Policy is written in accordance with: the locally agreed inter-agency procedures of the Suffolk Safeguarding Children Board, the Independent School Standards Regulation to comply with guidance in *Safeguarding Children and Safer Recruitment in Education* and Standard 3 of the *National Minimum Standards for Boarding Schools* and the *Residential Special Schools Standard 11* (DfE, April 2015)

## **Purpose**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

## Aims

- CAEA works to supply an open, supportive and secure environment for the safety of the students who attend the school. In this light, we work together as a community: parents, staff, students and the local authority.
- To demonstrate the school's commitment with regard to safeguarding children
- To set out procedures for ensuring that the school meets its responsibility for safeguarding students from abuse.
- To ensure that the school meets its responsibility for children in need and at risk of harm or neglect.
- To provide all staff with the necessary information and training to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To protect staff against allegations of abuse. The school has adopted the Suffolk LA code of conduct for school staff accused of child abuse. All staff will adhere to this code of conduct in line with national guidelines. ( See 'Procedures and Policies for all CAEA Employees' and 'Allegations against School Staff')

## How we protect children

- **Safer recruiting:** including DBS, teacher prohibition check, and a DBS barred list check (see Safer Recruitment Policy) ( All members of the Governance board are, as Heads of School and Principal, subject to the same rigorous checks as all members of staff.)
- **Vigilance:** staff notice when things are troubling students; in class time, tutor periods when a tutor will discuss social elements, and in free time where the staff mingle with the students
- **Understanding and Action:** at CAEA we provide the opportunities for students—both day and boarding—to be heard and understood; this is facilitated through discussions and initiatives with tutor groups, the Head of House, the Designated Safeguarding Lead, and the Head of School and the Principal, (both of whom operate an Open Door policy for students.)
- **Stability** is achieved through close relationships within the school. As CAEA is a small boarding school students will spend periods of non-teaching time with many of the staff, promoting on-going stable relationships of trust with them.
- **Respect** for all is emphasised within the school, as part of the school *ethos*. Therefore students have a right to respect and also an obligation to respect those who care for them. In all cases the staff will have high expectations of each individual student.
- **Values** are taught throughout the school with PSHE lessons, school assemblies and church services. Tutors also hold tutor sessions with their own classes to ensure that British values are given a high priority across the school.
- **Internet safety** includes an ICT Code of Conduct which all students are expected to be aware of. Appropriate filtering is in place to ensure that children are unable to access inappropriate material. (The proprietor and the Governance members ensure that appropriate filters and monitoring systems are in place.)
- **Information and Engagement:** students can expect to be informed about and involved in procedures, decisions, concerns and plans via open discussion with the whole school during school meetings, boarding meetings, Student Council, a 'request box', Boarding Council, tutor periods and twice weekly assemblies taken by the Head of School/ Principal.
- **Explanation:** Students can expect to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response from either their tutor, class teacher, The Head of House, The Head of School or the Principal.
- **Support:** All students are supported in their own right; the school will also support a family if it is needed.
- **Advocacy:** Students are encouraged to enlist the support of either a friend or a member of staff with whom they have a firm relationship to assist when the student needs to discuss a difficult or sensitive issue.

## **Early Help**

*Working Together to Safeguard Children states that:*

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

CAEA works with the local agencies to support and identify children who would benefit from this early help and in this vein have held CAF meetings, with Social Services, and the Team Around the Child approach (TAC) to help children both within and from outside the school. The Designated Safeguarding Lead has previously held these meetings at the request of the Local Authority where our contribution was relevant. The School considers that information sharing between agencies, interagency working, and in the case of a child moving schools, is highly important to promote the welfare and protect the safety of children. In accordance with statutory guidance:

*“All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children’s social care; “ (WTTSC, 2013)*

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral would be made immediately, by the Designated Safeguarding Lead, to local authority children’s social care. (see information notes)

*If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral then as soon as possible should inform the DSL. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration.*

*Keeping Children Safe in Education, September 2016*

## **The Prevent Duty**

Provided by the Department for Education the guidance in *The Prevent Duty June 2015* states that:

*‘It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools ... wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.*

Recent changes to KCSIE (Keeping Children Safe in Education, Sept 2016) state that *‘Radicalisation...is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent people being radicalised.’*

The Government Prevent Strategy (2011) defines radicalism and extremism:

**'Radicalisation'** refers to the process by which a person comes to support terrorism and forms of extremism. (KCSIE, page 56)

**'Extremism'** is the “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

At CAEA staff are trained in the Prevent Duty as it is essential that all staff are able to identify students who may be at risk, and for them to know what to do when they do identify someone who they consider may be involved in either Radicalisation or Extremism. All staff have been provided with in-house training, undertaken by the DSL and Alternate. The text etc. was provided by Suffolk Safeguarding Children Board (SSCB). Staff were issued with the *The Prevent Duty, Departmental advice for schools and childcare providers (June 2015)* in September 2015 upon return to school. The DSL and the Alternate have completed the official Prevent Duty training in January 2016.

Advice also dictates that 'crimes committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation are hate crimes and should be reported to the police'. Additional advice for teachers, parents and leaders can be obtained through the government site 'educate against hate'.

Hate crimes can include:

- threatening behaviour
- assault
- robbery
- damage to property
- inciting others to commit hate crimes
- harassment

(Gov.uk, 2015)

Protecting students/young people from the risk of radicalisation, extremism and hate-crime, needs to be seen as a part of the wider safeguarding duties; as CAEA is a special needs school staff need to be more than usually aware that our students may be susceptible to terrorist ideology.

#### **Possible Vulnerabilities**

- Bullying
- Internet and Social Media
- Peer Pressure
- Underachievement
- Impact of traumatic events
- Behavioural changes

The school supports the protection and the education of students by providing education and a safe place to debate in Citizenship, Current affairs and PSHE. See policies. The On-line Safety Policy explains that CAEA manages access to extremist material on-line through the use of the appropriate filtering systems. Also that we ensure that any visitors or speakers who attend the school are there for the right reasons.

An action plan (risk assessment) has been actioned by the school and provides areas of responsibility and actions to be taken.

Where a member of staff has concerns a 'Vulnerable to Radicalisation' form must be completed. (See link below) This is generally via the DSL/Alternate and then submitted to the Multi Agency Safeguarding Hub (MASH). As in all instances of safeguarding this process is confidential.

Our local Prevent Co-ordinator is Andy Hill – Suffolk and Norfolk Police.

Use the Vulnerable to Radicalisation VTR referral form on LSCB website and email to the MASH: MASH@suffolk.pnn.police.uk

Phone Customer First if you also have any imminent safeguarding concerns: 0808 800 4005

### **Designated Safeguarding Lead (DSL)**

At CAEA the Designated Safeguarding Lead is an experienced teacher, Mrs Anne Shaul, who has been appointed by the Governance team, with 30 years of teaching and significant experience with special needs. She has the appropriate authority, member of the Senior Leadership Team, and is provided with the time, training and support to provide advice and support to other members of staff on safeguarding matters. She is released from her current duties, cover provided, to take part in strategy sessions and inter-agency meetings. Mrs Shaul is also the Teacher in Residence and lives on site during the term. She can be contacted on: 01449 736404 (Alternatively the Head of School, Mrs K Salthouse (Alternate Safeguarding Lead) may be contacted on: 01449 736404, during school hours, or on: 07773283502)

### **The Role of the Designated Safeguarding Lead and Alternate Safeguarding Lead:**

- Acting as a focal point for staff and others to discuss concerns about possible abuse to children;
- Reporting concerns, where a child is in immediate danger anyone can make a referral, however the DSL should be informed as soon as practicable.
- Co-ordinating referrals of a child for whom there are concerns to Customer First;
- Ensuring that a referral is made within 24 hours of any allegation being made;
- Faxing a written record of the referral if requested;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until a child's 25th birthday, and copied on under separate cover to the Head of School, Principal or Designated Safeguarding Lead of any school or college a pupil moves to, up to age 18.
- Ensuring that an indication of further record-keeping is marked on the pupil records;
- Liaising with other agencies and professionals; to 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;
- Ensuring attendance at strategy meetings, case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides reports as requested;
- Ensuring that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to Children's Services;
- Developing and directing child protection training following SSCB guidelines for all school staff;

- Reviewing and updating the school's child protection policy in line with changes in legislation and recommended 'best practice' procedures;
- Providing, in consultation with the Head of School, an annual report for Governance, detailing any changes to the policy and procedures, training undertaken by the Designated Safeguarding Lead, Alternate and by all staff and governors, the number and type of incidents and cases, and the number (but not names) of children with child protection plans

### **Training**

- CA East Anglia has a commitment to training and attendance at inter-agency child protection meetings. Time will be provided to enable this commitment to be met.
- The Designated Safeguarding Lead will be expected to cascade learning to the wider staff group via meetings and INSET etc. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members receive safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 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.
- Every new member of staff will have an induction period that will include essential safeguarding information; ensuring that everyone knows who to refer to about any concerns, what might be likely to cause a concern and how to identify them. This part of the induction process is carried out by the Designated Safeguarding Lead.
- External renewal training will be carried out for all staff every two years.
- In accordance with the locally agreed inter-agency procedures of the Suffolk Safeguarding Children Board, the following training is taken by:
  - The Designated Safeguarding Lead - two yearly full training courses in child protection and inter-agency working- additionally, meeting other professionals, and staying in contact with Safeguarding at Schools Choice during the year to ensure both the DSL and Alternate keep up with relevant developments.
  - 
  - The Alternate - two yearly courses training in child protection and inter-agency working
  - All staff working for the school - to undertake Child Protection, Basic Awareness Training every two years
  - Part-time staff – are made aware of all child protection arrangements and attend school inset.
  - Safeguarding Inset – provided by the Designated Safeguarding Lead to all staff annually.
  - Either the Head of School, the Principal, the Head of Care or Heads Secretary to be familiar with safer recruiting.
  - Training for Governance members to be available when it is convenient for their schedules.

If a member of staff is not available for training at a given time this will be re-arranged as quickly as possible.

The Safeguarding Policy will be issued, at the start of each academic year, to all teaching and support staff as a basic reminder. All staff members are expected to be completely conversant with it.

All staff are issued with 'Procedures and Policies for all CAEA Employees' (and the 'Handbook for Faculty and Staff') which cover the code of conduct expected from all the school employees.

### **Safer Recruiting- see previous updates page 6**

The school will maintain a single central register. This will list all the staff who are employed by the school and the proprietor. All documents used to comply with the Data Protection Act will be kept on the personnel file, apart from the DBS certificate which will be removed after six months employment at the school. (See Safer Recruitment Policy)

Interviews are carried out by the Principal, Head of School and one other to ensure that all safe recruiting practices are met.

Visitors to the school are escorted around the site and provided with visitors badges; all have to sign in and out of the school.

### **Procedures – safeguarding children**

*'If staff members have concerns about a child they should raise these with the schools or colleges designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.'*

*Keeping Children Safe in Education September 2016*

#### **i) Reporting to the Designated Safeguarding Lead**

Any concerns raised about students are allowed to be directly referred to children's social care, outside the organisation, (see quote above) however if a member of staff has any concerns they are encouraged to discuss these with the Designated Safeguarding Lead (DSL). Any concerns should be addressed as soon as possible. If a member of staff, however, does refer a student directly to children's social care it is essential that they contact the DSL within a 12 hour period to pass on the information.

#### **ii) Immediate response to the child**

It is vital that any staff actions do not abuse the child further or prejudice further enquiries, and should adhere strictly to the following guidelines:

- **Don't promise confidentiality;** reassure the student that they are doing the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "It will be alright now".
- **Listen to the student.** If you are shocked by what is being said try not to show it.
- **It is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them.**
- **If a disclosure is made the pace should be dictated by the student.** The staff role is to listen not to investigate. Staff must use open questions such as "Is there anything else you want to tell me?" or "Yes?" or "And?"
- **Accept what the student says.** Be careful not to burden them with guilt by asking questions such as "Why didn't you tell me before?" or "You should have told me..."
- **Do acknowledge how hard it was for them to tell you this.**
- **Don't criticize the perpetrator;** this may (and often is) be someone they love.
- **At all times be aware-** do not place yourself at risk of harm or allegations from a student.

When dealing with a child/young person staff need to be aware of Signs of Safety and deal with the situation sensitively as suggested by 'Suffolk Signs of Safety and Wellbeing'. (SSCB manager Ali Spalding)

School and boarding staff are in a unique position to notice any change in demeanour or circumstances. You will at times have to make professional judgements about the care, welfare and protection of the children in your care; it is important that professional judgements are based on:

- What you have seen (observed); been told (disclosed) or directly heard a child, young person or parent saying;
- The facts alone and not your own values, attitudes, assumptions and / or stereotypes;
- Knowledge of child development and relevant theory;
- Knowledge of the child/ young person and family;
- Understanding of safeguarding and indicators of concern
- Understanding concerning the age of the student

In this light when a concern is raised from a member of staff regarding extremism or radicalisation a risk assessment would be carried out by the Designated Safeguarding Lead and would then be referred to social services often via the Local Safeguarding Children's Board (LSCB). This could then be referred onwards to the local Channel panel. (See attached *Channel Duty Guidance*)

There is also the opportunity to notice injuries, marks or bruises when children are doing P.E., games or swimming which might indicate a child has been abused.

Staff in these instances should:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated;
- Observed injuries and bruises are to be recorded on the Body Map;
- Note the non-verbal behaviour and the key words in the language used by the student (do not translate into "proper terms");
- Keep these original notes and pass them to the Designated Safeguarding Lead.

**All staff should be aware of the early help process, and understand their role in it.** This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment. If a member of staff has any concerns they do need to discuss these with the DSL.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

### **Responses**

It should be that all members of the school faculty will '*value their ability to make professional judgements. It is better to refer a concern, even if it turns out to be unfounded, than not to do so and to discover later that a child has been further harmed or neglected.*'

(Suffolk Safeguarding Children Board, 2012) Staff should always consider that it could happen here.

It is essential that once an allegation or disclosure of abuse has been made against a member of staff the school reports immediately to the LADO. (See 'Managing Allegations' held in the main policy file).

The Designated Safeguarding Lead will follow up on all referrals as soon as practically possible, and if it is possible a crime may have been committed, the matter will be immediately reported to the local police.

If a concern is raised the Designated Safeguarding Lead will liaise with the Local Authority. If this occurs the school will follow up all referrals to Social Services within 24 hours in writing, although verbal contact will be made in the same day and the procedures stipulated by the Local Safeguarding Children Board (LSCB) will be followed. Detailed confidential notes, with full chronology, with reference to the reason for decisions, actions, etc. should always be made, signed and dated, and be filed in the child's own child protection file, This must be kept securely with limited access. Confidential information should be shared on a 'need to know' basis only.

While it is appreciated that students at CAEA are unlikely to experience some of the more extreme forms of abuse such as: female genital mutilation, radicalisation or child exploitation, will apply this policy to its fullest extent if there was any suggestion or possibility that these aspects of abuse were occurring.

As CAEA is a special needs school many of the students will have experienced issues such as those raised in Keeping Children Safe in Education, for example self-harm, body image issues and mental health referrals. It is with this in mind that the school remains alert for any significant changes in student's behaviour and will address issues immediately, with the involvement of the Designated Safeguarding Lead.

E-safety and cyberbullying are addressed in separate policies with advice provided to students who feel that they are at risk, although all students are informed that if they feel that their personal privacy has been breached they need to inform the Designated Safeguarding Lead, who will then follow the Safeguarding Policy.

A bullying incident will be treated as a safeguarding concern if there is any risk to a child or where there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

*"Bullying is a conscious act of aggression or manipulation by one or more people against another person or group of people. Bullying can take many forms, verbal, physical, cyber-bullying via text messages, or the internet. It is often motivated by prejudice, resentment or jealousy. It can also be motivated when a student is perceived as being different. It can be directed at anyone within the School, child or adult."*

CAEA Anti- Bullying Policy 2016

At CAEA there is an imbalance in gender, with boys outnumbering girls. With this the potential for peer abuse is raised, therefore all members of staff must be aware and take the appropriate steps if there is any concern.

## **Support**

### **i) Students and Families**

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. CAEA may be the only stable, secure and predictable element in the lives of children at risk.

Therefore, the school will endeavour to support students through:

- the curriculum to encourage self-esteem and self-motivation;
- the school and boarding *ethos*, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- the implementation of behaviour management policies;

- a consistent approach, which recognises and separates the cause of the behaviour from that which the student displays;
- regular liaison with other professionals and agencies who support students and their families;
- a commitment to develop productive, supportive relationships with parents, whenever it is in the student's interests to do so;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations; also
- an independent named person to whom the students are encouraged to speak if they are experiencing difficulties;
- an onsite counsellor to speak to;
- posters are also arranged throughout the school with telephone numbers for helplines.

If a child or young person is observed to be missing from school the steps taken are as stated within the CAEA Missing /Absent Policy, however, if a child or young person is missing from home the school will attempt to support the parent/ carer until the pupil has been found. This may include the Designated Safeguarding Lead liaising with the Police and or Social Services. (See the information sheet for telephone numbers)

## **ii) Staff**

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the Designated Safeguarding Lead (or Alternate in her absence).

Safeguarding must be seen as all staffs responsibility.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation. All information shared at these meetings is strictly confidential.

Members of staff may be asked to attend a Strategy Meeting. You will need to take any information the school may hold.

You may be required to attend a child protection case conference for which you should provide a report.

The Designated Safeguarding Lead will be available to support and advise you.

Any member of staff who is concerned about involvement in safeguarding issues must discuss the matter with the Designated Safeguarding Lead at CAEA.

The *Handbook for Faculty and Staff* provides a staff code of conduct for the teachers relating to 'Professional, personal and moral conduct'. This document emphasises sensitivity, professionalism, and respect, but also the adherence to tact, kindness and the principles of confidentiality.

## **Whistleblowing**

All staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm.

If colleagues bring information about a wrongdoing to the attention of the administration or to Governance, they are protected in certain circumstances under the Public Interest Disclosure Act 1998. This is commonly referred to as 'blowing the whistle,' i.e., Whistleblowing. (See *Whistle Blowing Policy*)

Qualifying disclosures are disclosures of information where the staff member reasonably believes (and it is in the public interest) that one or more of the following matters is either happening, has taken place, or is likely to happen in the future.

- A criminal offence
- The breach of a legal obligation
- A miscarriage of justice
- A danger to the health and safety of any individual
- Damage to the environment
- Deliberate attempt to conceal any of the above.

If a staff member is going to make a disclosure it should initially be made to the Head of School or the CEO (depending on the circumstances). Contact numbers are listed at the end of this policy.

There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. All staff members are aware that anyone can make a referral.

### **Confidentiality**

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (or Alternate in her absence) for the child's own sake. At the same time, the child should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead, who will then decide on appropriate action. Staffs who receive the information about children and families in the course of their work should have the information only within professional context. Safeguarding Children records are kept securely on the internal network, accessed only by the Designated Safeguarding Lead or her Alternate. Hard copies of the information are kept securely locked and only accessed by the Designated Safeguarding Lead.

Personal information about all students and their families is regarded by those who work at CAEA as confidential. All staff will aim to maintain this confidentiality. All records relating to safeguarding children incidents will be maintained by the Designated Safeguarding Lead and only shared as is consistent with the protection of children. All information kept complies with the Data Protection Act 2000.

### **Dealing with Allegations**

Any allegation of abuse concerning the Designated Safeguarding Lead, a member of staff or volunteer should be reported immediately to the Head of School, unless the Head of School is the Person against whom the allegation is made. If allegations are made against the Head of School, they should be reported to the Principal directly. If the allegation is against the Principal, it must be reported directly to the Proprietor. If an allegation is made against any member of staff it must be reported to the LADO, (see Quick Guide pg 16, for contact details) within one working day and before any investigation takes place. If an allegation is made the

school does not require parental consent before reporting to the LADO. (Also see *Managing Allegations Policy*)

It should be noted that the issue of complaints is addressed directly and in detail in the school's publication, *Procedures and Policies for all CAEA Employees*. In this publication, our *Disciplinary Policy* (pp. 22-24) explains the process that unfolds if a staff member fails to meet any of CAEA's standards of job performance, capability, conduct and attendance. With regard to complaints, it outlines the process of: Informal Action, Formal Disciplinary Procedure and Formal Action, and in so doing it establishes with clarity what ensues when an allegation is made against a staff member. It also provides guidance for the person making the allegation and for the staff member so charged. Additionally the school provides a separate '*Complaints Policy*', published on the schools website, and a policy on '*Managing Allegations*'.

Please note that the procedures for reporting allegations against staff have been ratified by the school's Governance.

The Proprietor is: Mr M Murphy. Should the need arise, Mr Murphy may be contacted at Sherwood, Loudwater Lane, Rickmansworth, Herts. WD3 4HQ. Mobile Number: 07793 563291.

Where a member of boarding staff is suspended pending an investigation of a child protection nature, alternative arrangement will be made for accommodation off school premises.

The Disclosure and Barring Service (DBS) will be informed when any member of the CAEA, staff, contractor, volunteer or student has been removed from working with children because of either harming or posing a risk of harm to our student population.

### **Parents**

- Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the student. Should a concern arise, professional advice will be sought prior to contacting parents.
- The school will work with parents to support the needs of their child.
- The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all students and has a duty to refer cases to the Social Services in the interests of the child.
- The School's Safeguarding Policy is available to parents upon request or downloadable from the Centre Academy website.

### **When a student transfers to another school**

- If the student is on the Safeguarding children register, their Social Worker will be contacted by the Designated Safeguarding Lead (or Alternate in her absence) and informed of the transfer.
- When the child changes schools, safeguarding children records will be passed on to the Designated Safeguarding Lead at the receiving school.

### **Case conferences and core group meetings**

*Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.*

- In each case the school will assign the appropriate member of staff to attend a Safeguarding Children Case Conference. When possible the member of staff will be accompanied by the Designated Safeguarding Lead but this may not always be possible. The member of staff should prepare a report presenting this to the Case Conference Chair at the start of the meeting. The chair will gather all information and assess the risks.
- If a child's name is placed on the local Safeguarding Children Register a Core Group will be agreed. All Core Group members meet regularly (at least monthly) to monitor and progress the Safeguarding Children Plan and Core Assessment. Attendance at these meetings will be given priority.
- The Designated Safeguarding Lead will be available to advice and support both students and parents.

## **Responsibilities**

### **The Principal**

- The Principal will liaise with the school's Designated Safeguarding Lead and alternate on safeguarding student's issues.
- Follow safe recruitment procedures, including enhanced Disclosure and Barring checks and other checks required under Standard 4 of the Independent School Standards Regulations (see *Recruitment Policy*)
- Seek assurance that employees of another organisation have undergone appropriate checks if they take responsibility for CA East Anglia students on a site other than the school.
- Adhere to the statutory requirement to report to the DfE, within one month, any person whose services are no longer used because he/she is thought to be unsuitable to work with children.
- Appoint a Designated Safeguarding Lead for Safeguarding students and ensure that he/she is trained and receives further updating at least every two years.
- Receive and consider annually a report from the Head of School on safeguarding students in the school.
- Determine any changes to the school's policies and procedures as appropriate.
- Undertake an annual review of this policy and its procedures and of the efficiency with which the related duties have been discharged. However, any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers. The Principal will refer allegations to the Local Authority Designated Officer.(LADO). ( DfE, 2014)

**Note:** The Principal is currently a member of Governance for the school. On occasion, he will take on the additional responsibility of liaising with the **'Proprietor'** with regard to safeguarding. Details and contact information for the Chair of Governors are displayed on the school website. (In case of allegations against the Head of School, Principal, or Proprietor, the Chair of Governors is nominated to liaise with the Local Authority on issues of child protection.)

### **The Head of School**

- The Head of School is responsible for the implementation of the policy and ensuring that the outcomes are monitored.
- Will be available/arrange for relevant school staff to be available to attend Case Conferences and/or Strategy Meetings arranged by Social Services.

- Will keep Safeguarding notes separate from the child's educational records and securely stored.
- The Head of School is the Alternate ( see The Role of the Designated Safeguarding Lead, and Alternate)
- The alternate receives (minimally) training in child protection and inter agency working every two years.
- The Alternate will abide by the same requirements as the Designated Safeguarding Lead and stand in when the Designated Safeguarding Lead is not available.

### **The Designated Safeguarding Lead (see The Role of the Designated Safeguarding Lead p. 6)**

- The Designated Safeguarding Lead is Anne Shaul,
- The Designated Safeguarding Lead receives (minimally) training in child protection and inter-agency working every two years as well as being regularly updated in meetings and by associations.
- Is responsible for ensuring that all cases of suspected or actual problems associated with safeguarding are investigated and dealt with.
- Will ensure that she is aware of the latest national and local guidance and requirements and will keep staff informed as appropriate.
- Will ensure that appropriate training for staff is organised annually.
- Will liaise with the Principal/Head of School for Safeguarding Students.
- Will arrange for urgent medical treatment if necessary. This can be given by the school Care team or the local doctor or hospital.
- Will not discuss concerns with the parents where it is thought that a child may be at risk of further harm or in the initial stages of a child sexual abuse referral.
- Will contact Social Services Assessment and Investigation Team or the Advisory Officer for Safeguarding for advice.
- Will contact the **\*Prevent Duty Channel panel** – the local panel directed to providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism
- Will fill in a referral form, if applicable, and send copies as directed.
- Will send to Social Services a written report, giving date and time the incident was first noted.
- Will record accurate, contemporaneous notes on observation, events and action taken. Sign and date the notes.
- Will follow the Local Safeguarding Children's Board directives.

### **The Staff**

- All staff receive two yearly external training in safeguarding and annual INSET provided by the Designated Safeguarding Lead. Additionally, all staff receive safeguarding updates as required (at least annually) (KCSIE, 2016). Part time, supply teachers and other visiting staff (peripatetic, speech therapists, occupational therapists, etc.) are informed of the Designated Safeguarding Lead's and alternate's name(s) and are made aware of the safeguarding and child protection policies and arrangements for safeguarding at CAEA.
- Information for all staff is provided:
  - Through the employee handbook
  - Information given at reception on request
  - Whole staff training or briefing meetings
- All staff need to be alert to the signs of harm and abuse (see guidance for staff and appendix). They should report any concerns, if not immediately, as soon as possible,

that day to the Designated Senior Lead or named Alternate. If in any doubt they should consult with the Designated Safeguarding Lead.

- All relevant national and local procedures are available for staff reference and are located in the school office.

### **Equal Opportunities**

All staff with responsibilities under this policy must take into account the equal opportunities policies when discharging their duties.

### **Monitoring and Review**

- The Designated Safeguarding Lead will monitor the working of the policy and will report as required to the Principal/Head of School.
- Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.

### **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Independent Visitor to the School – Mrs L Collings (contactable via the school)
- Governance visits to the school
- SMT ‘drop ins’ and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Logs of bullying/racist/behaviour incidents for SMT to monitor
- Incident reports to be monitored by SMT
- Review of parental concerns and parent questionnaires

### **The Policy should be read alongside the following:**

- **School development plan**
- **Recruitment and Selection Policy**
- **Procedures and Policies for all CAEA Employees**
- **Whistle Blowing Policy**
- **Excursion Policy**
- **Behaviour and discipline policy**
- **Suspension/exclusion policy**
- **Attendance policy**
- **Confidentiality policy**
- **Anti-bullying policy**
- **Parental complaints policy**
- **School’s policy on ‘justifiable restraint’**
- **Complaints Policy**
- **Child Protection**

### **Quick Guide to information you may need**

### **Local Safeguarding Children’s Board - Suffolk Safeguarding Children’s Board**

#### **Contact Numbers**

Professional Adviser 01473 260112

*Suffolk, Ed. Safeguarding*

Children’s Services

Customer First Freephone Number: 0808 800 4005

Emergency Duty Service – Child at risk/harm neglect

	Weekdays: 5.20 pm to 8.45 am Friday Weekends: 4.25pm Friday to 8.45am Monday: 0808 800 4005
LADO - Rennie Everett and Dian Campbell	Bury: 01284 758813 Lowestoft: 01502 674612 Safeguarding Centre Admin Team: 01284 758813 Central Number: <a href="tel:03001232044">0300 123 2044</a> <a href="mailto:LADOCentral@suffolk.gcsx.gov.uk">LADOCentral@suffolk.gcsx.gov.uk</a>
Suffolk Police	01473 613500
In an emergency dial	999
NSPCC Child Protection	0808 800 5000
Childline	0800 1111 (access for students available in private room)

**The Designated Safeguarding Lead: Mrs Anne Shaul**  
Residential Teacher  
School Number: 01449 736404 / Mobile: 07919410145

**Deputy Designated Safeguarding Lead: Mrs Kim Salthouse**  
Head of School  
School Number: 01449 736404

**Safeguarding Governor: Ms Natalia Ambridge**  
Centre Academy London  
Tel No: 02077382344

*(All of the above information is currently on the CAEA website)*

## Appendix 1

### Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse.

It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Domestic abuse can seriously harm children and young people.

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated lead person, alternate or Principal (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## Appendix 2

**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 or 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.

*'Keeping Children Safe in Education, September 16'*

### Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

*'Keeping Children Safe in Education, September 16'*

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation or subject to grooming.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

### **Identifying cases of Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is prohibited by law in England, Scotland and Wales, whether it is committed against a United Kingdom national or permanent United Kingdom resident in the UK or abroad. FGM is an abuse of the human rights of girls and women and therefore a child protection issue, as considered by the Home Office in their information on Female Genital Mutilation.

Any disclosure, indication or suspicion that FGM is a risk, or is imminent, will be immediately reported to the DSL who will ring, without delay, for advice to the Suffolk Safeguarding Children Board/Customer First.

*‘Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out’ (KCSIE, Sept ‘16)*

(Additional information on when and how to make a report can be found at [‘Mandatory reporting of female genital mutilation procedural information’](#).)

In support of this provision, the school will do everything it can to ensure that:

- the school creates an ‘open door’ culture where students feel able to discuss issues without prejudice.
- Materials explaining FGM are available for staff and students
- Advice and notices are available, and presented, for accessing additional help, e.g. Childline,

NSPCC

Training about FGM is incorporated in the school’s Safeguarding/Prevent Training

(It should be noted that any unexpected holidays requested by parents who have their original abode abroad should be explored by the DSL).

### **Appendix 3**

#### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self- esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Appendix 4**

CAEA keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. In that light our staff are supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their curriculum

#### **Extremism and Radicalisation**

##### **Indicators of vulnerability include:**

###### Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal Crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

###### Personal Circumstances

- migration;
- local community tensions; and
- events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

#### Unmet Aspirations

- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

#### Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

#### Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

#### More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

\* *'The Channel Process was first piloted in 2007 and rolled out across England and Wales in April 2012. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:*

*a. identifying individuals at risk;*

*b. assessing the nature and extent of that risk; and*

*c. developing the most appropriate support plan for the individuals concerned.*

*15. Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.'* Channel Guidance. Gov.uk 2013

*While these are all these indicators CAEA is a special needs school and it must be appreciated that as a staff we may see some of these behaviours at any time. The indicators do need to be taken in context, with our students and their difficulties, but also with our knowledge of the individual students.*

**Signed:**



**Date: 01/03/17**

**Principal and CEO**

**Dr Rollo**

**Signed:**



**Date: 01/03/17**

**Head of School**

**Mrs Salthouse**