



CHILD PROTECTION
POLICY AND PROCEDURES

2016 onwards

OVERTON GRANGE SCHOOL
CHILD PROTECTION POLICY & PROCEDURE

CHILD PROTECTION - INTRODUCTION & POLICY

"THE WELFARE OF THE CHILD IS PARAMOUNT"

At Overton Grange School the safety and welfare of our students is of the utmost importance. Because of the day-to-day contact with children, our staff 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 student may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our students 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 and procedures, we have policies and procedures to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination. We also ensure that issues of child protection are raised with students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and students and parents are informed about this and our other policies in the school prospectus and on our website. 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, preventing radicalisation and so-called 'Honour-based Violence' (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;
- 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 curriculum, including Citizenship, and through pastoral support to develop and equip students with the skills needed to recognise risks and stay safe from abuse;
- Working with other local agencies to provide early help to promote the welfare of identified students and to prevent further problems arising;
- Supporting students 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 students.

If there are Child Protection concerns the **London Child Protection Procedures** (*London Safeguarding Children Board, 5th edition, 2014*) must be followed (available on the staff shared area, and also available from the Designated Safeguarding Lead. It can also be found www.londoncp.co.uk). The Sutton Local Safeguarding Children Board (LSCB) has

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adopted these procedures.

The school's Child Protection policy and procedure also accords with:

- 'Keeping Children Safe in Education' (DfE, September 2016)
- 'Working Together to Safeguard Children' (HM Government, March 2015).
- 'What to do if you're worried a child is being abused' (HM Government, March 2015)

If lower level concerns or needs (i.e. not child protection) are identified about a particular student the London Continuum of Need (Part A, **London Child Protection Procedures** (London Safeguarding Children Board, 5th edition, 2014) will be followed.

DEFINITIONS

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.**

Children includes **everyone under the age of 18**. However, we have a duty of care to all students.

Where a child is **suffering significant harm**, or **is likely to do so**, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (peer-on-peer abuse).

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 or 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

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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 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.

RECOGNITION

Some of the following signs might be **indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or home
- Children who are missing from education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements.

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Please note: this is not an exhaustive list

Students with special educational needs and disabilities

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- students with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

DESIGNATED SAFEGUARDING LEADS

Our Designated Safeguarding Lead is **David Eccles** and his deputies, when he is absent, are **Gail Brown** and **Pep Nicol**. They are responsible for child protection issues. Any member of staff concerned about a student should tell the Designated Safeguarding Lead or, in his 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 **Brenda Morley** and a deputy, who is **Marion Williams**.

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

The role of the Designated Safeguarding Lead is set out below, following the most recent guidance, 'Keeping Children Safe in Education' (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 local authority children's social care;

Refer cases to the Channel programme where there is a radicalisation concern as required;

Support staff who make 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; and

Refer cases where a crime may have been committed to the Police as required

Working with others

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

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As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

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 designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This 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 simply 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 or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead 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 implementation are updated and reviewed regularly, and work with governing body regarding this

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- 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 local LSCB to make sure staff are aware of training opportunities and the 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 student file

DESIGNATED TEACHERS FOR LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Designated Teacher for Looked After Children is David Eccles and his deputies are Paddy Bowles and Kevin Gilley. They are responsible for promoting the educational achievement of children who are looked after. They should also ensure that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents 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 should 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 of children looked after in the authority. The designated teachers should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

THE ROLE OF INDIVIDUAL STAFF

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

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

In addition to working with the Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school staff need to know

All staff members should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour expectations (see Staff Handbook and Pastoral Handbook); and the role of the Designated Safeguarding Lead.

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All staff members should also receive appropriate child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members 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 and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff **must** ensure they have read and understood part one of 'Keeping Children Safe in Education' (DfE, September 2016). This is available as an appendix to this document, or on the staff shared area (Child Protection file)

What school staff should look out for

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.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Concern about a student 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.

A referral to MASH can be made by any member of staff in exceptional circumstances. This could be if the Designated Safeguarding Lead and both deputies are unavailable or if the member of staff is unhappy with the response from the Designated Safeguarding Lead. In these circumstances, the Designated Safeguarding Lead (or one of the deputies) must be notified as soon as possible.

Members of staff should not investigate child protection concerns. This is done by Children's Social Care (in Sutton, the Children and Family Service) or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and such concerns will be taken seriously by the senior leadership team. Where a staff member or volunteer feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, they should follow the school's whistle-blowing policy. Other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and e-mail: help@nspcc.org.uk

CONFIDENTIALITY OF RECORDS

Our students 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

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those who need to know it. Parents and, where appropriate, students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or 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 students to keep “secrets” (see *procedure below*).

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 and 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

WORKING WITH CHILDREN

We recognise that children and 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 student through:

- the content of the curriculum;
- early help, where the designated safeguarding lead supports staff in liaising with other agencies and setting up an inter-agency assessment/support as appropriate. If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children’s social care if the student’s situation doesn’t appear to be improving;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school; we will ensure that students 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 students such as social services, the child and

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adolescent mental health service, the borough school attendance service and the educational psychology service;

- ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers (including governors) 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: 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 has been received. In addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching.

Enhanced DBS checks, which include barred list information, will be required for any member of staff or volunteer engaging in a regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in the school, for teaching, training instructing, caring for or supervising children
- will carry out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children
- engage in intimate or personal care or overnight activity, even if this happens only once.

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

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

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, as well as the staff code of conduct. 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.

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Contractors engaging in regulated activity will require an enhanced DBS certificate. For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required.

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

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 at the main school reception where they will be given a visitor's 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 sports day). The Headteacher will use his/her professional judgment about the need to escort or supervise visitors.

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CHILD PROTECTION PROCEDURES

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

DO NOT DELAY

- 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 student has gone home;
- early referral gives more time to offer help to the student 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 student;
- the Designated Safeguarding Lead may consult Children's Social Care (in Sutton, the Multi-Agency Safeguarding Hub).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the Multi-Agency Safeguarding Hub (MASH) immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

MAKE WRITTEN NOTES

- at the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- these notes must be given to the Designated Safeguarding Lead as soon as possible

CONCERN FROM SOMETHING THE CHILD SAYS

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language.

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

Reassure - the student that s/he has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the student 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 Sutton Multi Agency Safeguarding Hub (MASH) or the Education Safeguarding and Well-being Lead will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. The Designated Safeguarding Lead (or one of the deputies) must be notified as soon as possible.

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REMEMBER

- act immediately;
- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the student; and
- if you need help or support to manage your own feelings, this can usually be provided.
- maintain an attitude of ***'it could happen here'*** where safeguarding is concerned.

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 or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the student (as appropriate), parent or 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 student's file and the file will be kept secure - a chronology of concern should be kept;
- the Designated Safeguarding Lead will be responsible for ensuring that cause for concern and Child Protection records are kept separately and securely from the student's main school files
- where there are concerns or Child Protection records about a student, the student's main school file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the student;
- we will keep written records of any concerns about students, 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 student is subject to a Child Protection Plan so they can monitor the student's welfare;
- records relating to the student's welfare will remain on the student's file as long as the student is at the school;
- when the student 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 will be sent in a way that is lawful in terms of the requirements

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of the Data Protection Act.

PRIVATE FOSTERING

Where a member of staff or volunteer becomes aware that a student 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.

FOREIGN EXCHANGE VISITS

The school will not make arrangements for students to have learning experiences where, for any period, they may be provided with care and accommodation by a host family to whom they are not related.

CHILDREN MISSING EDUCATION

The Education Welfare Officer will be responsible, in liaison with the Designated Safeguarding Lead, for following up concerns regarding children missing education. They will liaise with the officer responsible for Children Missing Education within the local authority and, where appropriate, with social workers, the police and other agencies.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- school staff have a legal duty to assist local authority Children's Social Care or the police when they are making enquiries about the welfare of students;
- information about a student 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 student is on the school roll;
- always advise the Designated Safeguarding Lead about such requests for information;
- requests for attendance at meetings about individual students (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 student's family.

STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

- the school will be told by the relevant local authority's Children's Social Care when a student is subject to a Child Protection Plan (previously the Child Protection Register) – whether it is the London Borough of Sutton or another local authority;

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- the name of the key social worker must be clearly recorded on the student's record;
- the school will participate fully in the work of Core Groups for these students to assist with the objectives of the Child Protection Plan for the student;
- when a student 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 student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.
- The school will notify the allocated social worker if a student who is subject to a Child Protection Plan fails to arrive at school and no notification has been received from parents/carers

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 Headteacher (or the Chair of Governors if the concern is about the Headteacher);
- the Headteacher (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 Headteacher (or Chair of Governors) will decide on appropriate action, which may include consideration of disciplinary proceedings
- it is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk;
- the procedures in 'Keeping Children Safe in Education' (DfE, September 2016), 'Working Together to Safeguard Children' (HM Government, March 2015), 'Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools' (DfE 2011) and the Sutton LSCB Procedure will be followed in such cases;
- when appropriate (see *guidance above*), 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.

HARM, FROM OR TO, OTHER CHILDREN

Abuse or concerns about a risk of abuse or harm by other young people is subject to the same safeguarding procedures as in respect of children or 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 Children's Social Care

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.

OVERTON GRANGE SCHOOL

CONTACT DETAILS

LB Sutton Multi-Agency Safeguarding Hub (MASH) – 020 8649 0418

LBS MASH – Education Safeguarding Adviser (Gill Bush) – 020 8649 0414

LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343/4263

LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000

LBS Local Authority Designated Officer (LADO) – 020 8770 5777

LBS Education Safeguarding and Well-being Lead (Jenny Rowley) – 020 8288 5630

NSPCC Whistleblowing Helpline – 0800 028 0285