

# Reach Academy Feltham

## SAFEGUARDING and CHILD PROTECTION POLICY

This policy was adopted on September 2017

This policy is due for review on September 2018

### Key contacts

Role	Name	Contact details
Designated safeguarding lead	Beck Owen	07880 734183
Designated Deputy safeguarding lead	Georgia Crew	07788 252898
Designated Deputy safeguarding lead	Siobhan Donoghue	020 8893 1099
Safeguarding Liaison – Early Years	Sara-Jayne Martin	020 8893 1099
Safeguarding Liaison - Phase 1	Matilda Brown	020 8893 1099
Safeguarding Liaison – Phase 2	Lorenzo McLellan	020 8893 1099
Safeguarding Liaison – Phase 3	Phil Folkes	020 8893 1099
Safeguarding Liaison – Phase 4	Tom Gunter	07825 311 318
Safeguarding Liaison - Phase 5	Fiona Dyke	020 8893 1099
Nominated governor for safeguarding, child protection and looked after children	Emma Luxton	Emma.luxton@reachacademy.org.uk
Chair of governors	Jen Baxter	Jen.baxter@reachacademy.org.uk

Safeguarding Advice and Allegations Management	Hetsie Van Rooyen (020 853 3066)	Duty desk - 020 8583 5730
Children's Social Care – for reporting concerns Hounslow and Richmond	Early help Hounslow	020 8583 6600 earlyhelp@hounslow.gov.uk
	Single Point of Access (Richmond)	020 8891 7969 spa@richmond.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays	Hounslow - 020 8583 2222 Richmond - 020 8770 5000

## 1. Introduction

The Governors and staff of Reach Academy Feltham fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm. In this policy 'staff' includes regular volunteers.

All staff and Governors believe that our Academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

## 2. Aims of this policy:

To support the child's development in ways that will foster security, confidence and independence.

To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm.

To emphasise the need for good levels of communication between all members of staff. To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

To ensure that all adults within our Academy who have access to children have been checked as to their suitability.

## 3. Procedures

3.1. Our Academy procedures for safeguarding children will be in line with LA and Local Safeguarding Children Board (LSCB) procedures. We will ensure that:

- We have a designated member of staff in for the whole school, Beck Owen, who undertakes regular training.
- We have two members of staff, Georgia Crew and Siobhan Donoghue, who will act as the deputy designated teachers. We have 6 phase leaders who will manage initial safeguarding concerns and will escalate to Beck Owen, Georgia Crew and Siobhan Donoghue when necessary.
- All members of staff develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a student who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

3.2. Our procedures will be regularly reviewed and up-dated.

- 3.3. All new members of staff will be given a copy of our Safeguarding and child protection procedures as part of their induction into the Academy.
- 3.4. All members of staff will be asked to read Keeping Children Safe in Education 2016. New members of staff will receive this in their induction.
- 3.5. If a member of staff reveals a sexual attraction towards young people, or if safeguarding-related incidents from their past come to light that require investigation, the member of staff will be suspended with immediate effect while the Academy seeks advice.
- 3.6. If a member of staff is dismissed for safeguarding-related matters, or if a safeguarding-related allegation is taken seriously but this does not lead to dismissal, the Academy will report this to the Independent Safeguarding Authority

#### **4. Responsibilities**

- 4.1. Designated person for the whole school, Beck Owen is responsible for:
  - Adhering to the LSCB, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse.
  - 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 student records.
  - Ensuring that an indication of further record-keeping is marked on the student record.
  - Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Social Services and any child who is absent for five consecutive days without explanation is referred to Social services.
- 4.2. The Administration Team are responsible for:
  - Ensuring that the Safeguarding Single Central Record is up to date at all times.
  - Adhering to the Academy's policy on Safeguarding Recruitment Procedures, as set out below.
- 4.3. Deputy designated persons Georgia Crew and Siobhan Donoghue are responsible for:
  - Adhering to the LSCB, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse.
  - 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 student records.
  - Ensuring that an indication of further record-keeping is marked on the student record.
  - Ensuring that any pupil currently on the child protection register who is absent without explanation for is referred to Social Services, and any child who is absent for five consecutive days without explanation is referred to Social services.

#### **5. Safer Recruitment (see also the school's safer recruitment policy)**

- 5.1. The Academy follows all Safer Recruitment Procedures as recommended by the Children's Workforce Development Council:
- 5.2. A designated member of the administration team, overseen by the Finance Director, maintains an up-to-date Single Central Record of all staff who work on the Academy site, which shows:
  - Name
  - Date of appointment
  - Nationality
  - National Insurance number
  - GTC registration number
  - Type of Initial Teacher Training
  - Teacher number
  - Degree(s)
  - Application form number
  - Date of most recent Child Protection training
  - Notes on any relevant Safeguarding matters
- 5.3. Job advertisements: these contain a statement on our commitment to safeguarding young people, and state that applicants will be subjected to enhanced Criminal Records Bureau checks.

- 5.4. Application packs: these contain information on our safeguarding procedures.
- 5.5. Job description and person specification: these include responsibilities for safeguarding young people.
- 5.6. Interview panels always contain at least one person who has had the statutory safeguarding training.
- 5.7. A record of who sits on each panel is kept.
- 5.8. Interviews feature a number of questions designed to ascertain candidates' motivations for wanting to work with young people, and their attitudes towards safeguarding.
- 5.9. When seeking references, the Academy asks about whether the candidate has been subject to any disciplinary procedures, to any safeguarding concerns, and the outcomes of these.
- 5.10. When making agency staff permanent, the member of staff is required to complete an Academy application form.

## **6. Supporting Children**

- 6.1. We recognise that a child who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 6.2. We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4. Our Academy will support all students by:
  - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the Academy.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Notifying Social Services as soon as there is a significant concern.
  - Providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

## **7. Confidentiality**

- 7.1. We recognise that all matters relating to Child Protection are confidential. The Designated Child Protection Officers, or other senior staff will disclose any information about a student to other members of staff on a need to know basis only.
- 7.2. Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a member of the Leadership Team. Any media or legal enquiries must be passed to the Head teacher.
- 7.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

## **8. Supporting Staff**

We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

## **9. Allegations against staff**

- 9.1. We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal.

- 9.2. If the allegation made to a member of staff concerns the Principal, the designated officer will immediately inform the Chair of Governors.
- 9.3. If a member of staff is dismissed following an allegation, or if an allegation is taken seriously but the member of staff is not dismissed, the Academy will inform the Independent Safeguarding Authority. The Academy will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the Academy.
- 9.4. There is guidance on how to manage a staff allegation, this includes contacting information for our Safeguarding Advice and Allegations Management (SAAM). This is saved on the shared drive with access to all staff.

## **10. Whistle blowing** (see also whistle-blowing policy)

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitudes and actions of colleagues.

## **11. Physical Intervention**

- 11.1. Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.
- 11.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures.
- 11.3. Any physical interventions will be recorded on CPOMS, our confidential management information system.

## **12. Bullying**

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **13. Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **14. Prevention**

- 14.1. We recognise that the Academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2. The Academy community will therefore:
  - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty.
  - Include in the curriculum opportunities for Personal Development which equip children with the skills they need to stay safe from harm and to know to whom to contact if they need support.

## **15. Neglect Strategy**

The strategy was developed through Hounslow Safeguarding Children Board and applies to agencies across all sectors. The overarching aim of the Neglect Strategy is to promote the welfare of children and young people and to improve their outcomes. The strategy sets out our approach to tackling neglect and outlines three strategic priorities to improve the quality, reach and scope of our response. As an Academy we promote and support the following strategic priorities to tackle neglect in Hounslow:

- 1) **Leadership and Partnership:** Secure a collective commitment to tackle neglect across the partnership and demonstrate effective leadership in driving forward changes required.
- 2) **Prevention:** Improve awareness, understanding and early recognition of neglect in Hounslow
- 3) **Intervention:** Improve the effectiveness of interventions to tackle neglect.

For detailed information on the Neglect strategy, this is saved on the School's drive which is accessible to all staff.

## **16. Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking trips and visits.

## **17. Student Pregnancy**

- 17.1. If a student tells a member of staff that they are pregnant it must be reported to the Academy's Designated Child Protection Officer. The Academy's Designated Child Protection Officer will meet with student to assist them to inform their parent. If the student is under 15 the Academy's Designated Child Protection Officer must report the case to Social Services. The Academy must contact the family if there is a suspicion of pregnancy. Appropriate outside agencies may be involved to offer counselling and support
- 17.2. The date for the student to begin leave of absence from the Academy is at the discretion of the Principal and must be within the parameters of legislation. The Borough may offer Home Tutors. Academy staff will encourage students to maintain their education and to sit examinations.
- 17.3. Whilst in the Academy the student should be in all lessons and in Academy uniform throughout. We must have authorised absence for maternity (antenatal) appointments.

## **18. Procedures**

- 18.1. At Reach Academy Feltham we aim to foster an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to. We are responsible for creating a safe and healthy environment for students.
- 18.2. It is the responsibility of all members of staff to provide a safe environment in which students may develop their self-esteem and respect for one another. It is important that we use the curriculum (both 'overt' and 'hidden') to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, and develop more responsible attitudes to adult life and parenthood.
- 18.3. LA Child Protection Guidelines are held in the Academy for reference.

## **19. Child Protection Register**

- 19.1. The Academy should be informed of any child who is included on this. The Academy's Designated Child Protection Officer will alert members of staff to this information as necessary.
- 19.2. The attendance and development of children on the Register must be monitored and Social Services informed of any cause for concern or change of school.
- 19.3. COMPLETE records must be sent on to the receiving school, when a child changes school as a natural progression or for any other reason.

## **20. Maintenance of School Records and policy review**

- 20.1. Feeder Primary Schools are kept informed of the role of the Academy's Designated Child Protection Officer and will pass confidential details on accordingly. Office staff will inform the Academy's Designated Child Protection Officer of concerns relating to any new student entering the Academy.
- 20.2. Confidential files are kept in the Designated Person's office. All confidential information is stored electronically on the software CPOMS; **CPOMS** allows the Academy to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for Case Conference Meetings, Governors and Ofsted.
- 20.3. Colleagues should see the Academy's Designated Child Protection Officer for more information or further guidance.
- 20.4. LA Child Protection Guidelines are held by the Academy's Designated Child Protection Officer and the Academy Office.
- 20.5. These procedures may be updated upon further advice from the Local Authority.

- 20.6. Staff are given an updated Child Protection training session every September.
- 20.7. This policy is updated annually and presented before the board of governors.
- 20.8. Last updated by Georgia Crew September 2017.

## Appendix 1: Forward – Female Genital Mutilation (FGM)

FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

**Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.**

**The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see the English or Welsh version of Working Together to Safeguard Children as appropriate, and/or the multi-agency guidance on FGM.

**Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.)**

**Making a report** - It is recommended that you make a report orally by **calling 101**, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force. Calls to 101 are answered by trained police officers and staff in the control room of the local police force. The call handler will log the call and refer it to the relevant team within the force, who will call you back to ask for additional information and discuss the case in more detail.

You should be prepared to provide the call handler with the following information after explaining that you are making a report under the FGM mandatory reporting duty

1)Your details:

- name
- contact details (work telephone number and e-mail address) and times when you will be available to be called back
- role
- place of work

2)Details of your organisation's designated safeguarding lead:

- name
- contact details (work telephone number and e-mail address)
- place of work

3)The girl's details:

- name
- age/date of birth
- address

You will be given a reference number for the call and should ensure that you document this in your records.

Further Information and procedures for any concerns around FGM are set out in separate policy. The policy not only outlines what to do when there are concerns of FGM and information to help raise awareness of FGM.

## **Appendix 2: Prevent**

Prevent is part of the national counter-terrorism strategy and aims to stop people being drawn into or supporting terrorism.

The Prevent strand of the strategy focuses on three key areas which are:

- to respond to the ideological challenge of terrorism and the threat from those who promote it
- to prevent people from being drawn into terrorism and make sure that they're given appropriate advice and support
- to work with sectors and institutions where there are risks of radicalisation that we need to address.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

In Hounslow, a Prevent priority area, the Prevent leads can provide support:

### **Joan Conlon Prevent Lead**

**Email:** joan.conlon-GCSX@hounslow.gcsx.gov.uk

**Mobile** 07817 079190

### **Najeeb Ahmed Home Office Approved Intervention Provider and Prevent Coordinator Email:**

najeeb.ahmed-GCSX@hounslow.gcsx.gov.uk

**Mobile** 07890 540433

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

### **Appendix 3: Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. Reach staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## Appendix 4: CATEGORIES OF ABUSE

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Child sexual exploitation (CSE)** is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. 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.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves

to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

We have a separate sexting policy saved on the Shared drive which gives guidance on how to manage students who share or send indecent images.

All members of staff should be aware of the procedures to be followed in the event of child disclosing information or their detecting signs of abuse and react accordingly.

The contact that teachers and other staff in the Academy maintain with pupils and their position of responsibility prompts children to confide in them. Physical symptoms of abuse or neglect may be particularly apparent to members of the P.E. teaching team. Any sign of physical abuse (look out for soft tissue bruising and symmetrical bruising, e.g. both ears) should cause some concern. So teachers might ask a child "How did that happen?" In cases of alleged or suspected physical abuse you should note that no teacher has the legal right to ask a child to remove any item of clothing. Also, a Doctor may only examine a child with parents' permission (unless a real emergency, matter of life or limb).

Any revelation of abuse should be taken seriously and a referral made to the Academy's Designated Child Protection Officer. It is important to be aware that it is extremely rare for children to make false allegations regarding sexual abuse. False allegation of any form of abuse is an indication that something may be wrong and that the child needs help of some kind.

Disclosure may also be made by the child's peers, or by someone outside the Academy. The same procedures should be followed.

Experience has shown that when a child chooses to confide in a particular teacher, he or she is most concerned that the teacher respects that confidence. To retain the trust of the child the teacher should discuss this with the child. However, ALL cases must be reported to the Academy's Designated Child Protection Officer. No teacher should in any way take responsibility upon him or herself. This should be explained to the child. The teacher should inform the child that if they are in any form of danger, that teacher will have to seek further advice but at all times the child's wishes will be respected as far as possible.

A code of good practice should be: LISTEN, BELIEVE, OFFER SUPPORT, SEEK ADVICE. When serious allegations are made, it is also important not to leave the child alone. Keep an adult there, even if they are not party to the confidence. Make the referral to the designated teacher AS IMMEDIATELY AS POSSIBLE.

The Principal, Designated Teacher and other key members of staff will, as necessary, refer to guidelines as to how to proceed in a specific instance. There could be a concern about a sexual relationship (including pregnancy), allegation concerning a fellow student, or an allegation concerning a member of staff.

When the Academy's Designated Child Protection Officer is involved, the following procedures are followed. Depending on the nature of the problem, the following professional bodies may be immediately involved: Social Services, Police/Police Child Protection, School Medical Service, Custodian of the child, Protection Register, LEA/EWO. Advice will be sought from Social Services as to how parents are to be informed /involved. Usually, the Academy continues to be involved in some way throughout ensuing procedures. The Academy's Designated Child Protection Officer will feed back to other members of staff as appropriate. It is essential that confidentiality is respected at all times.

It may be appropriate for the Academy's Designated Child Protection Officer, to delegate responsibility to another specified member of staff during ensuing procedures. This might include attendance at case conferences. If this is the case, it is essential that the Academy's Designated Child Protection Officer is kept fully briefed of developments.

## **Appendix 5: RAF Procedure for referral to Social Care**

In the event of any safeguarding concern where the child is in immediate risk of harm and danger the first step is to find one of the members of the safeguarding team: Beck Owen, Georgia Crew and Siobhan Donoghue.

In the event of all three absences the Principal, Ed Vainker or the Secondary Head, Rebecca Cramer should be contacted for all concerns. If a member of staff has a concern and it is out of hours then staff members need to make contact with the Principal, Ed Vainker.

All safeguarding concerns should be promptly recorded on CPOMS after speaking to the member of the safeguarding team.

### **Deciding whether to refer to social care**

Beck Owen, Georgia Crew and Siobhan Donoghue will make referrals to social care. However, it is important to realise that any member of staff can make a referral if they consider that there is any chance a child could come to significant harm. If a member of staff is not confident in their next steps, then they can speak to the safeguarding team, or speak anonymously to the NSPCC on 0808 800 5000 and they will help the member of staff to decide. The best outcome for a child needing to be referred will be if it happens inside social care hours, so every effort should be made to refer before 3pm.

### **What information will I need to give when making a referral?**

You should have the following information ready:

- Your name
- Your job title
- School address and telephone number
- Child's name
- Child's date of birth
- Parents' names
- Parents' dates of birth, where possible
- Name of any other implicated adults
- Details of child's siblings or any other children who may be at risk
- Exact details of concern – any of the following:
  - Time of disclosure
  - Exact words of disclosure
  - Precise description of any injuries you have seen

### **Contacting the child's family**

You will have to use common sense in deciding your approach to parents/carers. If there is time you can ask the advice of social care.

Generally, good practice is for you to speak to the child's parents/carers to tell them that you have made a referral to social care and to explain why. This is to help maintain good, trusting relationships

between all parties. You could say, for example, “I know that you want the very best for your child and I know that you will understand that it is my duty to take care of your child too. Your child let me know today that... and so I am letting social care know so that they can help you and your family. It is likely that they will speak to you later today. Do you have any questions?”

Sometimes it will be appropriate for you to speak to the child’s family before making a referral because the child may not be able to give enough information on their own.

Sometimes you will want to avoid letting the child go home with their parent/carer. Sometimes you will need to address this directly with the adult. Occasionally you may need to call 999 if the child is taken away by the parent/carer.

If a child is risk of immediate significant harm or there is a risk that adults may change stories or obstruct social care and it is early enough in the day, then it is most appropriate to let social care deal with the incident.