







Churchill Special Free School Child Protection Procedures

Date: September 2021 Next review due by September 2022

Our designated safeguarding staff:

		
Mr Chris Komodromos	Miss Claire Morton	Mrs Rebecca Poynter
Designated Safeguarding Lead (DSL) and Teacher for looked-after and previously looked-after children	Alternate DSL	Safeguarding Governor
ckomodromos@churchillschool.co.uk	cmorton@churchillschool.co.uk	bpoynter@unitysp.co.uk
		
Mr Chris Komodromos	Mrs Rebecca Poynter	Mrs Lucie Calow
Headteacher	Chair of the local governing body	Director of Special Education
ckomodromos@churchillschool.co.uk	bpoynter@unitysp.co.uk	lcalow@unitysp.co.uk

Aim

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.

2. These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2021). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:
 - a. protecting children from maltreatment
 - b. preventing impairment of children's mental and physical health or development
 - c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - d. taking action to enable all children to have the best outcomes
3. Specialist provisions within the Unity Schools Partnership have a particular role to play in the safeguarding of vulnerable children. At Churchill this means meeting the safeguarding and child protection needs of pupils whose special educational needs arise often from language and communication difficulties and autism. Our trust safeguarding policy provides further information on online safety, emotional and mental health, sexual and criminal exploitation, FGM, domestic abuse, homelessness and the impact of radical influences. We recognise our pupils' additional vulnerabilities in all situations.

Expectations

4. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
5. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:
 - a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
 - b. must work, and be seen to work, in an open and transparent way
 - c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
 - d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
 - e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
 - f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
 - g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from

working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

Early help

6. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

At Churchill School, we recognise the importance of early help to offer support to meet the needs of students.

Early Help is everybody's responsibility: together we will make sure that children, young people and their families are safe, happy and ready for school, work and life's challenges.

The Early Help Offer at Churchill Includes the following for all pupils:

- Class Teachers - All students have an allocated for class teacher who they see on a daily basis. This is their first point of contact for any issues, and parents also have email access to their child's tutor, In addition, there are scheduled parental meetings, 3 times per year, but parents are encouraged to liaise more regularly as required via phone, email or the link book. Class teachers are responsible for overseeing the academic and pastoral wellbeing of their group, and liaising with other staff within the school as required to ensure that the appropriate support is in place as soon as a need is identified.
- Targeted support from any of the schools specialists which may include the Pupil Support Co-ordinator, Family liaison officer, Occupational Therapist, Speech and Language Therapist.
- Home visits from the Family Liaison officer. These can be on request or offered by staff who identify additional support would be beneficial.
- Bespoke timetables - Students who have particular needs, whether this is linked to physical or mental health, may be offered a bespoke timetable in conjunction with advice from their hospital consultant. In addition, some students are offered a bespoke timetable to meet their particular needs, whether on a temporary basis, or a permanent basis, on a case-by-case basis.
- Access to either the specialist school nurses, through a referral system, or the mainstream nurses through a drop in on a Thursday with medical or wellbeing needs who either self-refer or are referred by the school staff.
- Referral to other services/Agencies- the school works closely with external agencies to access additional support where appropriate, for example, CAF/TAC, family support workers, social workers, Triple P Parenting programme and the local police.
- Homework/study enrichment -Tuesday-Wednesday -Thursday until 3:40. Teaching staff are on hand to support with guidance and resources
- Locality Based Coffee Groups – held termly in Essex, Suffolk and Cambridgeshire
- School based monthly coffee groups
- Half termly parent workshops led by school specialist staff
- Details of out of school activities including those in the holidays
- X2 summer holidays family picnics

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

7. Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see [Part 1 of Keeping children safe in education \(September 2021\)](#)). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” (see [Sexual violence and sexual harassment between children in schools and colleges](#)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see [The prevent duty: for schools and childcare providers](#)), and is similar in nature to protecting children from other forms of harm and abuse.

Online safety

8. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt whole school approaches to online safety to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene and escalate concerns as appropriate.
9. Churchill’s approach to online safety is to support children and young people to develop safer online behaviours both in and out of school. This is delivered through the curriculum. Also, we work through engagement with parents and carers we ensure a consistent approach is maintained both at home and at school. At Churchill we have an online policy and this can be found on the school website https://www.churchillschool.co.uk/wp-content/uploads/sites/15/2021/02/online_safety_policy.pdf

How to respond

10. If you have a concern about a child’s wellbeing, based on:
 - a. something the child or their parent has told you
 - b. something another child has told you
 - c. something you have noticed about the child’s behaviour, health, or appearance
 - d. something another professional said or did

Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.

11. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
 - a. **Do not investigate** but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**
 - b. If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. For example, ‘I am worried about your bruise and I need to tell Mrs Smith (the DSL) so that she can help us think about how to keep you safe.’
 - c. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must

make the referral yourself. Details of how to do this are at the end of these procedures.

- d. As soon as possible after the event, make a written record following the school's procedures: Staff who have received training on how to use CPOMs record their concern directly onto the system which will alert the DSLs. Staff who have not received training on CPOMs will record their concerns onto the safeguarding referral form which is located in the staff room on the safeguarding board. Once they have filled in the form, they must hand the form directly to the DSL available as soon as possible and not leave the form on their desk assuming it will be picked up. If there was a disclosure, record the words of the child or parent rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.
12. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

Who to pass concerns on to

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

Concerns about another adult in the school

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

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

15. Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the Headteacher working at the school), they should be reported to the Director of Education. If they are about a member of the trust central team, they should be reported to the Chief Executive Officer. All low level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.

16. The term 'low level' concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work, but that does not meet the harms threshold for referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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

Whistleblowing

17. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's [whistleblowing policy](#).
18. The [NSPCC Whistleblowing Advice Line](#) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: help@nspcc.org.uk.

Reviewing these procedures

19. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2021), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

Contact details for the local authority

Suffolk

The Designated Safeguarding Lead or Alternate will complete the [Multi-Agency Referral Form](#) (MARF).

In emergencies only, call **03456 066 167**.

If you would like to discuss whether or not a referral is required, please call the Professional Consultation Line on **03456 061 499** to speak with a MASH social worker.

Essex

If you are concerned that a child or young person is being harmed or neglected or is at risk of this you should go to the [Essex Effective Support](#) website.

If the child is at immediate risk of significant harm, then call the Children and Families Hub on **0345 603 7627** and ask for the 'Priority Line'.

Out of hours: (Mon-Thurs 5.30pm-9am. Fri & Bank Holidays 4.30pm-9am) **0345 606 1212** Email: Emergency.DutyTeamOutOfHours@essex.gov.uk

The Children and Families Hub continue to offer a consultation line for professionals providing advice and guidance. This can be accessed by calling 0345 603 7627 and asking for the 'Consultation Line'.

Cambridgeshire

Children Social Care: 0345 045 1362; (Mon – Thurs) 8am – 5:30pm; (Friday) 8am – 4:30pm

Emergency Duty Team (Out of Hours): 01733 234724.

Multi-Agency Safeguarding Hub: 0345 045 1362 MASH.C&F@cambridgeshire.gcsx.gov.uk