

PCA

**Paragon
Christian
Academy**

233-241 Glyn Road
London E5 0JP

Tel: 020-8985 1119
Email: pca@wvfc.co.uk

**A Ministry of
World Vision for Christ**
Sixth Avenue
London E12 5PR
Tel: 020-8478 1073
020-8514 1820
Fax: 020-8553 9855

Child Protection Policy Relevant to Paragon Christian Academy

Pastor & Senior Counselling Person:
Dr Albert Chambers (Pastor)
Mrs. Dawn Chambers (Designated Safeguarding Officer)

Head Teacher:
Mrs. Sharon Curry (Deputy Safeguarding Officer)

Why has this document been written?

Everyone in education shares an objective to help keep children and young people safe by contributing to:

- * Providing a safe environment for children and young people to learn in education settings:
- * Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Paragon Christian Academy are conscious that many children are physically & sexually abused. PCA ensures all staff members receive regular and appropriate child protection training to help them be aware of the signs of child protection issues (i.e. neglect, abuse, etc).

Paragon Christian Academy has a Recruitment Policy in place to prevent unsuitable people working with children and young people.

The Staff at PCA are conscious daily contact with the students puts them in a good position to detect any problems that should arise and follow the necessary procedures; this will be in line with the schools Christian principles. We are aware that abuse can affect the students overall development; socially, emotionally, behaviourally and educationally. Under the leadership of Dr Albert Chambers the staff of PCA are to be observant, sensitive and careful where the students are concerned.

The Staff at PCA are aware that safeguarding children is everyone's responsibility.

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Action

If staff have concerns about a child, they should raise these with the school's Designated Safeguarding Officer (Mrs. Dawn Chambers). The Safeguarding Officer will then decide which course of action to take next, for example, if the concerns should be referred to children's social care, etc.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care whenever necessary.

Principles of the Policy

Although we hope not to have to deal with physical or sexual abuse in any of the pupils attending Paragon Christian Academy, we are not unaware that child abuse is universal and it happens in every strata of society to both boys and girls.

Because the staff of PCA genuinely care for each child a climate of genuine commitment is recognised where the students realise they will be listened to, whatever the problem is (i.e. bullying, racial remarks etc)

Any such discussions with a child will be treated in confidence, as abuse is distressing to all concerned (as well as those dealing with it) and we know it is important that child (and staff) feel that any such issue will be treated in confidence.

For the Designated Safeguarding Officer & Pastor

To co-ordinate with all relevant parties and if absolutely necessary

i.e. The Governing body
Local Safeguarding Authorities
Police
Other relevant agencies

Should the staff notice any drastic change in the student's behaviour, they will report it to the Head Teacher or

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Designated Safeguarding Lead. Staff can also report directly to the Local Authority if they feel their previous concerns were not dealt with properly. Staff will be aware of the schools procedures and will keep all records confidential. Staff should follow the Local Authority's guidelines for Escalating concerns.

If a student discloses abuse:

We will:

- * Listen carefully to what he/she has to say
- * Thank the child for confiding
- * Tell him/her that it was good to mention the problem and not to feel guilty for speaking
- * Ask if there is anything else he/she wants to say
- * Explain how we will be dealing with the problem
- * Make notes of the conversation, either at the time or immediately after, and have a witness.

We will not:

- * Ask leading questions
- * Make assumptions in any way
- * Think this can be handled alone

There are times when children have difficulty communicating, it could be because they are too young to verbalise, have difficulty with the languages, or have a disability. Some children find it hard to relate to adults (through various reasons), or they have been told not to confide in anyone outside of the family or they just don't think anyone will believe them.

Monitoring Young Children

It is always good to observe children in structured and unstructured settings. Because we see the children every day, for a number of hours, we are in an excellent position to see them at play and observe their behaviour.

We should, therefore, be alert to anything that would

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indicate abuse.

Parameter for Monitoring

1. Attendance: arrivals & departures.
Patterns of absences, whether they occur more frequently when cared for by one person rather than another.
2. Differences in mood when brought to school by one adult rather than another.
3. Which parent comes to school. How does the child respond to letters home.
4. Variations in behaviour during the school day or week. Overt signs of distress, changes in eating patterns or in behaviour in general.
5. Any aspects of play, which may seem out of the ordinary. Writing & drawing can also be an indicator.
6. Children who are bullied may often complain of headaches, tummy aches etc. which may or may not be psychosomatic. This may be a way of asking for help or extra attention for an unhappy child.

Teachers should not shoulder their concerns alone, or monitor for too long.

Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children.

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.

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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 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

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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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

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Further information:

Child Missing From Education:

A child going missing from education is a potential indicator for abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, (as seen in the Attendance Policy), particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to prevent the risks of their going missing in the future.

Child Sexual Exploitation (CSE):

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

Female Genital Mutilation (FGM):

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child

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or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may be about to take place soon:

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

A professional may hear reference to FGM in conversation, for example a girl may tell other children about it (See Appendix B for commonly used terms in different languages).

- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.

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- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

Indicators that FGM has already taken place:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a

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teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Unless the teacher has a good reason not to report, they should still consider and discuss any such case with the school's designated safeguarding leadership and involve children's social care as appropriate.

(Keeping children safe in education, Statutory guidance for schools and colleges – July 2015)

Further guidance is available in 'Safeguarding Children from Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Guidelines for schools are contained in Chapter 9 of 'Female Genital Mutilation, Multi agency Practice Guidelines'

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

While no individual example is indicative of emotional abuse, a cluster of these examples may suggest that further investigation or monitoring is required.

Preventing Radicalisation

PCA recognises that protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

From 1 July 2015 all schools are subject to a duty under section 28 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Paragon Christian Academy has regard to the Prevent Guidance, with specific regard to paragraphs 57 -76 which is concerned specifically with schools.

PCA is committed to building pupils resilience to

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radicalisation. Tolerance and respect for all others is weaved through our curriculum. We also promote the spiritual, moral, social and cultural development of our children by having a regular focus on building positive character traits such as resilience, tolerance, self esteem and confidence in our assemblies and other classroom activities. and by providing a safe environment for discussing controversial issues.

Risk Assessment

PCA recognises that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need support or protection. Teachers and other staff need to be aware of the risks posed by the online activity of extremist and terrorist groups. Children are taught to understand and manage risk through our personal, social, health and education (PSHE) lessons and through all aspects of school life. Children are encouraged to think about risks they may encounter and negotiate how those risks might be overcome. Discussions about risk help promote sensible behaviour rather than panic or fear. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and they are encouraged to speak to a member of staff in confidence about any worries they may have.

IT

PCA recognises the important role of equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to our ICT curriculum. Children are taught about and regularly reminded of e safety procedures. PCA also runs a parent workshop about keeping children safe online. We have relevant software filters in place and children are taught how to keep themselves safe from radicalisation while online. Further details for keeping children safe online can be found in our IT policies.

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Staff training

All staff are expected to complete the online general awareness training module on Channel, a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The training is available at http://course.ncalt.com/Channel_General_Awareness/01/index.html

Working in Partnership

PCA is committed to working in partnership with parents and realises that effective engagement with parents and family is essential, as they are in a key position to spot signs of radicalisation. The school recognises that The Prevent Duty builds on existing local partnership arrangements and that any safe guarding arrangements should take into account the threshold guidance of the Local Safeguarding and Children's Board (LSCB).

Reporting

If a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the designated safeguarding lead and where necessary with children's social care. The Department of Education has a dedicated telephone line (020 7340 7264) and email: counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

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Child Protection Concern

Child Details

Name & Address

D.O.B.

Date:

Time:

Place:

People Present:

Concern Raised:

Students Story (use the exact words the child uses)

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Dealing with Allegations of Abuse Against Teachers & Other Staff

Paragon Christian Academy (PCA) has a written Child Protection Policy.

PCA operates safe recruitment procedures and makes sure all appropriate checks are carried out on staff and volunteers who work with children.

PCA has a policy & procedure for dealing with allegations of abuse against members of staff or volunteers. A senior member of the school's management structure is designated to take responsibility for dealing with child protection issues and liaising with other agencies where necessary.

Dealing with Allegations of Abuse Against Teachers & Other Staff

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in Paragon Christian Academy is dealt with quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

Responding to Allegations or Suspicions

Staff & volunteers should understand what to do if they receive an allegation against another member of staff, or if they themselves have concerns about the behaviour of another member of staff.

This policy & procedure should make it clear that all allegations should be reported straight away, to the designated safeguarding lead and identify the person. In the absence of the designated safeguarding lead, the deputy safeguarding lead.

In the case where the designated safeguarding lead be the subject of the allegation the Head Teacher or Chair of Governors will be contacted.

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Where there is a complaint against a member of staff/volunteer there may be three types of investigation:

- police investigation
- child protection investigation
- consideration by the school of disciplinary action in respect of the individual

Allegations against staff members will be referred to LADO. LADO should be contacted within 2 hours of the allegation.

The LADO contact details are:

Email: LADO@hackney.gov.uk

Telephone: 020 8356 8982

Any suspected immediate risk to any child or children should be responded to immediately and the case referred to the First Access Screening Team (FAST) on 020 8356 4844.

An allegation against a member of staff may arise from a number of sources e.g. a report from a child, a concern raised by another adult in the organisation, or a complaint by a parent. It may also arise in the context of the member of staff and their life outside work or at home.

Initial action by person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind.

They should not:

- Investigate or ask leading questions if seeking clarification;
- Make assumptions or offer alternative explanations;
- Promise confidentiality, but give assurance that the information will only be shared on a 'need to know' basis.

They should:

- Make a written record of the information (where possible in the child / adult's own words), including the time, date and place of incident/s, persons present and what was said;
- Sign and date the written record;
- Immediately report the matter to the Designated Safeguarding Lead, or the deputy in their absence or; where the Designated Safeguarding Lead is the subject of the allegation report to the deputy or other appropriate senior manager.

Initial action by the Designated Safeguarding Lead

When informed of a concern or allegation, the Designated Safeguarding Lead should not investigate the matter or interview the member of staff, child concerned or potential witnesses.

They should:

- Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making the allegation);
- Approve and date the written details;
- Record any information about times, dates and location of incident/s and names of any potential witnesses;
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

The Designated Safeguarding Lead should refer the allegation their team and discuss the decision in relation to the agreed threshold criteria within one working day. Referrals should not be delayed in order to gather information and a failure to report an allegation or concern in accordance with procedures is a potential disciplinary matter.

If an allegation requires immediate attention, but is received outside normal office hours, the Designated Safeguarding Lead should consult the First Access

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Screening Team or local police as soon as possible.

If a police officer receives an allegation, they should, without delay, report it to the designated detective sergeant on the child abuse investigation team (CAIT). The detective sergeant should then immediately inform the Designated Safeguarding Lead.

Similarly an allegation made to LA children's social care should be immediately reported to the Designated Safeguarding Lead and their team.

Initial consideration by the Designated Safeguarding Lead

There are up to three strands in the consideration of an allegation:

- A police investigation of a possible criminal offence;
- Children's social care enquiries and/or assessment about whether a child is in need of protection or services;
- Consideration by an employer of disciplinary action.

The Designated Safeguarding Lead should consider first whether further details are needed and whether there is evidence or information that establishes that the allegation is false or unfounded. Care should be taken to ensure that the child is not confused as to dates, times, locations or identity of the member of staff.

If the allegation is not demonstrably false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the Designated Safeguarding Lead should convene an immediate strategy meeting / discussion

The police must be consulted about any case in which a criminal offence may have been committed. If the threshold for significant harm is not reached, but a police investigation might be needed, the Designated Safeguarding Lead should immediately inform the police and convene an initial evaluation (similar to strategy meeting / discussion), to include the police, employer and other agencies involved with the child.

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Parents/carers of a child/ren involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The person who is the subject of the allegations will be kept informed of the progress of the case and consider what other support is appropriate for the individual.

Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Information should be handled and disseminated on a need to know basis only.

Internal Enquiries

The Designated Safeguarding Lead/Headteacher/Pastor will make the decision whether any individual accused should be temporarily suspended pending further enquiries. If suspension is deemed unnecessary, a decision will be made on whether or not the accused should be allowed to work unsupervised with children.

All individual cases will be assessed and a decision made whether a member of staff/volunteer can be reinstated and how this can be sensitively handled. Where there is insufficient evidence to uphold any action by the police. In such cases a decision must be made based upon the available information. (refer also to our complaints policy)

Record Keeping

A clear & comprehensive summary of any allegations will be made, details of how the allegation was followed up and resolved and a note of any action taken and decisions reached.

If the allegation is proven to be true and results in a criminal conviction a record will be kept and disclosed at request. This is to enable accurate information be given to any future request for reference if the person has moved on.

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Time Scales

PCA will endeavour to resolve cases as quickly as possible with a fair & thorough investigation. This also depends on the seriousness and complexity of the allegation.

Should the allegation be true and depending on the seriousness of it the following disciplinary actions will be taken:

- Suspension from school
- Police informed
- Social services

A review of the circumstances of the case will take place with the Headteacher/Pastor/Trustees and to see if there can be any improvements to the schools procedures to help prevent similar events in the future.

Action in Respect of False Allegations

Should the allegation prove to be false, the Designated Safeguarding Lead/Headteacher/Pastor will consult with Parent/Carer as to why the pupil may have made the allegation. It could be for a number of reasons i.e. abused by someone else, deliberately invented or malicious. They will consider what disciplinary action will be taken against the pupil. Parents/Carers will be kept informed and involved with the whole procedure.

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Persons Responsible:	Safeguarding Officer, Secretary and Headteacher
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