

# Paragon Christian Academy



## Safeguarding Children Policy

# Safeguarding Policy

## ***Introduction***

At Paragon Christian Academy, we believe in creating a safe school culture that promotes equality and excellence. At our school, we promote the core principles of respect, responsibilities fairness and justice, tolerance and understanding.

*This document has been reviewed with reference to the documents 'Keeping Children Safe in Education' (2016), The Prevent Duty, Departmental advice for schools and childcare providers, September 2016, Working Together to Safeguard Children 2017 and The Children Act 2004. These documents are kept on file in the school.*

Staff should read the following documents:

- *Keeping Children Safe in Education (2016) Part One* – School leaders and staff that work directly with children should also read Annex A.
- PCA's Code of Conduct Policy
- PCA's Safeguarding Policy
- PCA's Child Protection Policy
- PCA's Whistleblowing Policy
- *Working Together to Safeguard Children (Feb 2017)*

## ***Aims***

- To safeguard and promote the welfare of all the children in the school's care.
- To protect staff members
- To minimise opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- To respond promptly to concerns
- To exercise appropriate sanctions
- To create and maintain an ethos of mutual respect, openness and fairness

## ***Principles***

Children are precious and special in the sight of God:

***'But Jesus said, Suffer little children, and forbid them not, to come unto me: for of such is the kingdom of heaven.'***

Matthew 19:14

The school therefore has a responsibility to protect children from things that cause harm. Safeguarding children is everyone's responsibility.

### ***Approach***

Paragon Christian Academy recognises its responsibility for Safeguarding and Promoting the Welfare of Children. The school's policy applies to the whole of the school's workforce including volunteers, governors and any contractors working on the school site. The policy focuses on 5 main elements:

- Staff recruitment and selection – ensuring that all staff (volunteers etc), have been appropriately checked for their suitability through the Safe Recruitment procedures (see "Safeguarding Children and Safer Recruitment in Education", January 2007);
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with an agreed plan;
- Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

We recognise that because of their day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse. Staff in schools will therefore:

- Report any inappropriate behaviour / activities to designated staff (or local authorities if they feel previous concerns were not dealt with correctly).
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to. (Procedures for dealing with disclosures are attached)
- Ensure that children know that they can approach any adult in school if they are worried and they will receive a consistent supportive response

We recognise that Staff need to be adequately equipped in terms of training, resources and time to discharge their responsibilities and that it is essential to maintain a sensitive and professional environment in which concerns may be raised. The Head Teacher at Paragon Christian Academy is therefore responsible for:

- Ensuring that the allocation of training, resources and time is sufficient for staff to discharge their responsibilities.
- Ensuring that an atmosphere of professionalism and sensitivity is maintained in relation to safeguarding children so that all staff and volunteers feel able to raise any concerns.
- Staff will have at least one safeguarding/child protection training session per academic year.

Staff in Paragon Christian Academy will follow the London Safeguarding Children's Board Procedures in all cases of abuse, or suspected abuse and have regard to the statutory obligations placed on us by Section 175 or Section 157 of the 2002 Education Act. We will therefore ensure:

- That we have designated members of staff for child protection (Designated Safeguarding Lead);

*In Paragon Christian Academy the designated member of staff is: Mrs Dawn Chambers, who can be contacted on: 020 8514 1820*

*Our Deputy Safeguarding Lead is: Mrs Sharon Curry, who can be contacted on: 020 8985 1119*

- That the designated member of staff receives appropriate training approved by the London Safeguarding Children's Board and that this training is disseminated to all others in the school in line with statutory requirements (i.e. Training for all staff every 3 years and every 2 years for designated staff);
- That every member of staff and volunteer knows who the designated member of staff is and what their responsibilities are;
- That all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse;
- That all staff and volunteers are aware of the policy and procedures for Child Protection. It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns.
- That parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school policies;
- Assessment Teams are informed if a pupil, whose name is on the Child Protection Register, has unexplained absence of more than 2 days;
- Links are established and maintained with relevant agencies and co-operate as required with enquiries of a child protection nature;
- That where possible appropriate staff members attend all relevant case conferences on pupils within school including initial, review meetings and core groups;

- Written records are kept of concerns on children even where referral is not appropriate immediately;
- That all child protection records are kept secure and confidential and separate from the main pupil file;
- That all staff/volunteers are selected and recruited by going through appropriate safe recruitment processes as outlined in both county and national guidance;
- That all staff, governors, volunteers understand that there is a procedure to be followed in dealing with allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process. (Ofsted must be informed of any allegations of serious harm or abuse within 14 days.);
- The local guidance on reporting and tracking lost pupils/missing pupils and removing pupils from the school roll is followed;
- That this policy on Safeguarding is reviewed annually and is in line with London Safeguarding Children's Board procedures; and
- Safe recruitment practices are always followed.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some 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 pupil through:

- The content of the curriculum;
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as Assessment Teams, Education Social Work Service, Educational Psychology Service and locality teams;
- Ensuring that, when a pupil on the Child Protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

It is noted that the provisions of Section 175 and Section 157 of the Education Act, place a general duty on Paragon Christian Academy to safeguard and promote the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Child Protection Policy, Anti-bullying Policy, First Aid Policy, Health and Safety, etc.

Senior Managers and Governors of Paragon Christian Academy will undertake an annual review of all related safeguarding policies to ensure our school is aware of the most recent expectations and will act to remedy any deficiencies in our policies without delay.

In line with requirements we will inform the Schools Safeguarding Team of any changes to the designated member of staff(s) and provide them with details on training received and policy review in line with required monitoring arrangements.

All staff should be aware of what physical contact with pupils is appropriate. Staff should only exercise physical restraint as a last resort to prevent injury. Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Holding children's hands is generally appropriate in Key Stage 1. However, adults should not initiate any physical contact unnecessarily, and there should be clear boundaries:

- Children should not be picked up (unless medically necessary or being restrained).
- Children should not sit on an adult's lap.
- Children should be discouraged from hugging adults.
- Adults should avoid being in a room alone with a child where the door is closed. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present.

### ***School Statement***

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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. The terms 'child' and 'children' includes everyone under the age of 18.

The Governors take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the school's care. The Governors will ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils according to section 10(2) of the Children Act 2004(a).

Paragon Christian Academy is a Safeguarding School. We will invoke Child Protection Procedures where necessary.

Our Designated Safeguarding Lead is Dawn Chambers. Her role is to provide support and direction to staff members to carry out their safeguarding duties and to liaise closely with other services such as children's social care, the local authority designated officer (LADO), the DBS and the police when managing referrals. As well as working closely with the principal.

Our Deputy Designated Safeguarding Lead is Sharon Curry. Her role is to provide support to the Lead and be available if the Lead is unavailable.

Our Chair of Governors is Abigail Chambers. Her role in Safeguarding is to take the lead in dealing with allegations of abuse made against the Head Teacher.

Our Head Teacher is Sharon Curry. Her role in Safer Recruitment is to ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children.

All staff members in the school must read the content of the policy. The Teacher Standards 2012 states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff must undertake a regular course on safeguarding and child protection that must be updated regularly. The School is committed to an on-going training programme on such matters. Yearly updates will be undertaken at the beginning of each school year.

All staff must staff read Part 1 and Appendix A "Further Information", of Keeping Children Safe in Education (2016). The school has systems in place to assist staff understand and discharge their role and responsibilities". Make sure you have systems in place which you can evidence.

The Governors recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Governors are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught as part of providing a broad and balanced curriculum
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents/carers
- Ensuring that staff members are given support and training
- Having a system for dealing with concerns about possible abuse
- Maintaining good links with the statutory child care authorities

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will 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.

Everyone who encounters children and their families has a role to play in safeguarding children. Anyone working in the school is particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating; they form part of the wider safeguarding system for children. For a description of this system, see Working Together to Safeguard Children 2015.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may be in need of extra help or who are suffering, vulnerable, or are likely to suffer, significant harm. Staff have a responsibility to review and monitor the list of these students on a regular basis. All staff members then have a responsibility to take appropriate action, working with other services as needed, including Early Help.

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in the school who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm, as part of identifying vulnerable learners.

In addition to working with the designated safeguarding lead staff, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes the school's safeguarding and child protection policy; the staff code of conduct; and the designated safeguarding lead.

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. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.

Staff members should be aware of any signs of extremist views of any kind in our school, whether from internal sources – students, staff or Governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Staff members 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.

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this policy about children who run away or go missing from home or care.

If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse that may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, although any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) an inter-agency assessment will

be conducted. These assessments, undertaken by a lead professional (a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor), will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

A concern is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. 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.**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

### ***Safer Working Practices***

The school has regard to the Guidance for Safer Working Practices 2015 underpinning principles as follows:

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from the headteacher if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children

- Staff should 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 & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

Staff should make themselves familiar with the following school documents and policies:

- Staff Handbook
- Anti-Harassment and Bullying Policy
- Appointment of Staff Policy, incorporating Equal Opportunities in Employment Policy
- Code of Conduct Policy
- Grievance Procedure
- Management of Staff Absence Policy
- Staff Appraisal and Capability Policy
- Staff Discipline Policy
- Whistleblowing Policy
- Data Protection Policy
- Fire Safety Policy
- First Aid Policy
- Food Hygiene Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Risk Assessment Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equal Opportunities Policy
- Exclusions Policy
- Late and Uncollected Children Policy
- Looked After Children
- Missing Child Policy
- Misuse of Substances and Drugs Policy
- Physical Interventions
- School Trips and Educational Visits Policy
- SEND Policy
- Sex and Relationship Policy

## **Key Training Areas**

Time-scale for training:

Induction Training (mandatory)	Prior to starting at the school
Child Protection Awareness training for whole staff including Safeguarding (statutory)	Every two years with refresher training every other year
Designated Safeguarding Lead Training (statutory)	Every two years with refresher training every other year
Safer Recruitment Training (statutory)	Every two years
Training about preventing terrorism (statutory)	Annually
Training for School Governors (non-statutory)	Annually
Female Genital Mutilation	Every two years
Child Sexual Exploitation	Every two years
E-Safety	Annually

## **Important Contact Details:**

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school

Safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Head Teacher

Safeguarding concerns about independent school proprietors should go straight to the Local Authority Designated Officer - the LADO.

To contact the following staff members please call the school office in the first instance:

- Dawn Chambers: 020 8514 1820 - the Designated Safeguarding Lead Person for Child Protection
- Sharon Curry: 020 8985 1119 - the Designated Deputy Lead Person for Child Protection
- Abigail Chambers: 020 8478 1073 – The Chair of the Trustees
- Sharon Curry: 020 8985 1119 - The Head Teacher and Safer Recruitment Officer

All staff members may raise concerns directly with Children's Social Care services

The school will work with the Local Authority Designated Officer (LADO) as deemed appropriate. The LADO provide advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately or you have received information that may constitute an allegation.

For further advice or help contact:

The NSPCC Helpline: 0800 800 5000

The NSPCC whistle-blowing helpline: 0800 028 0285

The Police: 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened

### **Contact Details**

City and Hackney Safeguarding Children Board 020 8356 4569  
CCPAS 0845 120 45 50

### ***Timescales***

An Initial Assessment should be initiated by the DSL or Deputy DSL within 24 hours of receipt of a referral and completed in a maximum of 10 working days. However, this may depend on the case and the other agencies involved.

An initial assessment is deemed to be completed once the assessment has been discussed with the child and family (or caregivers) and the DSL or Deputy DSL has viewed and authorised the assessment.

The initial assessment period may be very brief if the criteria for initiating Local Authority involvement are met, i.e. it is suspected that the child is suffering, or is likely to suffer significant harm and a strategy discussion should take place.

Any extension to time-scale should be authorised by the DSL or Deputy DSL, with reasons recorded and any delay must be consistent with the welfare of the child.

See Appendix 2: Referral Flowchart

## *Appendix 1*

### **Definitions of Child Abuse**

#### **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.

**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 may involve a parent or carer failing to: provide adequate food, clothing and shelter

(including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*(Keeping children safe in education, Statutory guidance for schools and colleges - April 2015 & September 2016)*

## ***Appendix 2***

### **Referral Flowchart**

Date of original policy:	January 2013
Persons Responsible:	Child Protection Officer, Headteacher and Secretary
Reviewed:	February 2015
Reviewed:	February 2016
Reviewed:	July 2016
Reviewed:	October 2016
Reviewed:	February 2017
Reviewed:	April 2017
Reviewed:	October 2017
Reviewed:	November 2017
Date of next Review:	February 2018

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

