

Coupals Primary Academy Child Protection Procedures

Date: September 2021

Next review due by September 2022

Our designated safeguarding staff:

				
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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

Expectations

3. 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.
4. 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

5. 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.

6. Offer of Early Help

At Coupals Primary Academy, we recognise that supporting families in the first instance is our priority. Initiating localised support early when a problem arises is much more effective than having to react later. By identifying emergent problems, sharing information with other agencies and professionals and targeting needs, we can increase positive outcomes for children, young people and their families.

Early help is about preventing problems from escalating. It is everyone's responsibility. Together we will make sure that our children, their families are safe, happy and ready for school, work and the challenges that life can bring.

Support for Everyone:

Coupals Primary Academy advocates active listening. All parents and students are encouraged and invited to make appointments to talk and be listened to. Parents can contact members of the Senior Leadership Team via the office or through emails. Parents also have daily contact with teaching staff to share concerns they may have.

ELSA (Emotional Literacy Support Assistant) Support and Pastoral support:

At Coups we provide ELSA and Pastoral support as an early support system, Mrs Sydney Allen is our Pupil and Family Support Worker also a Deputy DSL. Her role involves working with pupils and parents in school providing a range of support which will be accessible to all families. Mrs Allen liaises with other agencies to ensure the right support and provision is allocated. We also have Mrs Sharron Billings in the role of ELSA who encourages and develops our children's social and emotional intelligence and literacy.

Attendance:

We are committed to ensuring students attend school every day on time. Attendance and punctuality is monitored and tracked by the DSL and Mrs Payne. Mrs Folan and Mrs Payne are available in the main office to support with any difficulties surrounding school attendance.

PHSE and SRE

At Coups we recognise that wellbeing is paramount for our school community to enable our children to excel and thrive in their education. Our curriculum focuses on Spiritual, Moral, Social and Cultural Education, Citizenship, British Values and Personal, Social and Health education alongside Sex and Relationship Education. Mrs Evans our Deputy Head teacher and alternate DSL delivers CPD on Trauma, PHSE and SRE to parents and staff.

SEND

Miss Sian Miller our SENDCO, and the teaching staff, provide planned support and intervention for students with Special Educational Needs and disabilities. Miss Miller coordinates early help for families of children with additional needs often liaising with external agencies such as Educational Psychologists, Speech and Language Services and Occupational Therapists.

Safeguarding

Mrs Ahmed is our Designated Safeguarding Lead. Alongside Mrs Evans and Mr Maguire, who are the Deputy Safeguarding Leads. Mrs Ahmed ensures that our children are referred to the appropriate agencies if they are at risk of harm and that they receive the support they need both internal and external of school.

Support from Outside Agencies

When required, the school can and will make referrals to outside agencies who can provide a higher level of support in key areas. We often use a CAF (Common Assessment Framework) to ascertain the support needed.

Key agencies we work with are:

School Nursing Service

Education Welfare Officer (attendance)

Child and Adolescent Mental Health services (CAMHS)

County Inclusion Support Service (behaviour and support for autistic spectrum disorders)

Nicky's Way (bereavement)

Turning Point (drugs and alcohol difficulties)

Online Support

Parents and young people can make direct referrals for emotional wellbeing and mental health support through the Suffolk emotional wellbeing gateway by visiting:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1>

Further signposting to local agencies in a variety of areas can be found on the Suffolk Safeguarding Children website.

<http://www.suffolkscb.org.uk/parents-and-carers/>

Details of parenting courses offered in the local area can be found on the Suffolk Parent Hub

<https://www.suffolk.gov.uk/children-families-and-learning/the-parent-hub/>

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. Our staff and children's devices are protected using Smoothwall. Through our PSHE curriculum we teach our children online safety. To ensure our children stay safe we prepare, deliver and analyse quizzes to determine their online habits.

At Couplands Academy we are vigilant of the four risk areas online:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

Support for parents

We offer online support to our parents through our website so that they can also ensure online safety is adhered to at home.

[\(https://apwg.org/\)](https://apwg.org/)

[New tool empowers children and young people to stop spread of nude images online | Internet Watch Foundation \(iwf.org.uk\)](#)

[Remove a nude image shared online | Childline](#)

[How to deal with social media issues kids face online | Internet Matters](#)

How to respond

9. If you have a concern about a child's wellbeing, based on:
- something the child or their parent has told you
 - something another child has told you
 - something you have noticed about the child's behaviour, health, or appearance
 - 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.

10. 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.
- 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.**
 - 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 Ahmed 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 using the recording form for safeguarding concerns or CPOMS. Recording forms are available **in Pink (Pink Forms) in all classrooms, visible on the teacher's board.** 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.
11. 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

12. 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

13. 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)

14. 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.
15. 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

16. 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](#).
17. 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

18. 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

19. To seek advice before making a referral to the local authority, contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line on 0345 606 1499. This line is open Monday – Thursday: 9:00am to 5:00pm and Friday: 9:00am to 4:25pm
20. To make a referral to the local authority contact Customer First on 0808 800 4005 or complete the MARF (multi-agency referral form) which can be found on the Suffolk Safeguarding Children Board website: <http://www.suffolkscb.org.uk/working-withchildren/how-to-make-a-referral/>. The completed form should be sent to: customer.first@suffolk.gcsx.gov.uk
21. Remember to inform the DSL/ Deputy DSL/ an Alternate DSL if you have made a direct referral, making a written record using the recording form for safeguarding concerns