



Safeguarding and Child Protection Policy and Procedures (September 2024)

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| Approved by: | SLT and Crane Park Governors | Date: September 2024 |
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The purpose of the Safeguarding Policy

Crane Park Primary School recognises that it has an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004 and the Education Act 2002.

The overall intention and purpose behind the school's Safeguarding policy is underpinned by the fundamental principle of the Children Act 1989: **'the welfare of the child is paramount'**

This safeguarding and child protection policy has been written with regard to the national guidance Keeping Children Safe in Education (KCSE) September 2024. It takes account of Working Together to Safeguard Children (March 2018), What to do if you're worried a child is being abused – Advice for practitioners (March 2018), the London Child Protection Procedures (2015 as updated), which have been adopted by the Local Authority Safeguarding Children Board and the Early Years Foundation Stage Statutory Guidance 2021.



Keeping Children Safe in Education contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply when carrying out their duties to safeguard and promote the welfare of children.

The guidance requires the school's governing body to ensure that all staff **read and understand at least part one of the KCSE** to assist them to understand and discharge their duties and so that everyone in the school knows what to do to help keep children safe from harm and abuse.

In order to fulfil its responsibilities effectively, the governing body must ensure the **school's approach is child-centred and that consideration is given at all times to what is in the best interest of the child.**

The governing body understands that no professional can have a full picture of a child's needs and circumstances, and that, if children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined in KCSE 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 all action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18.'

The governing body recognises that **safeguarding is a continuum** and that child protection is one part of that continuum. This policy focuses on both safeguarding and child protection.

The policy actively promotes the understanding that **everyone** who comes into contact with children and their families has a role to play in safeguarding children and that school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

The school **works in partnership** with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The school has a **designated safeguarding lead (DSL)** who liaises closely with other services and provides support and guidance to staff to assist them in carrying out their safeguarding duties.

Staff are made aware of **The Teachers' Standards 2012**, which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff understand that:

- they have a responsibility to provide a safe environment in which children can learn



- they have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm
- they have a responsibility to take appropriate action, working with the DSL and other services as needed
- they may be required to support other agencies and professionals in an early help assessment
- they may be asked to support social workers to take decisions about individual children.
- they should be aware of systems within the school that support safeguarding.

The school's safeguarding systems are explained to staff as part of staff induction.

This includes:

- the school's safeguarding and child protection policy
- the school's staff behaviour policy/code of conduct, which includes amongst other things acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.
- the role of the Designated Safeguarding Lead.

Copies of policies and a copy of **Part one of KCSE** are provided for staff at induction and to all staff routinely.

The governing body takes a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

All staff receive appropriate child protection training as part of their induction, and this is updated regularly thereafter.

In addition, to provide them with the relevant skills and knowledge to safeguard children effectively, all staff receive **safeguarding and child protection updates** via e-mail, bulletins, staff meetings, etc. This is done regularly and at least annually.

The senior leadership team (SLT) and all staff who work directly with children are required by the governing body to **familiarise themselves with Annex A of KCSE**, which provides information on:

- Children Missing Education (CME)
- Child Sexual Exploitation (CSE)
- The FGM mandatory reporting duty
- Forced Marriage
- Preventing Radicalisation
- Prevent; and
- Channel.

(See Appendix 1 for Annex A of KCSE)



All staff are made aware of the **early help process** and understand their role in it. This includes:

- identifying emerging problems
- liaising with the DSL
- sharing information with other professionals to support early identification and assessment, and
- in some cases, acting as the **lead professional** in undertaking early help assessment.

All staff are:

- made aware of the **signs and symptoms of abuse and neglect** so that they are able to identify cases of children who may be in need of help or protection

(See Appendix 2 for a description of the types of abuse and neglect.)

- made aware of examples of **specific safeguarding issues** and are aware that behaviours linked to the likes of, for instance, drug taking alcohol abuse, truanting and sexting put children in danger

(See Appendix 3 for examples of specific safeguarding issues.)

- made aware of the **process for making referrals to children's social care** and for **statutory assessments under the Children Act** that may follow a referral, along with **the role they might be expected to play in such assessments.**

(See Government guidance 'Working Together to Safeguard Children' (2020) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2020) for details)

All staff:

- know what to do if a child tells them s/he is being abused or neglected
- know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care staff
- know never to make a promise to a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child.

Staff understand that:

- they should maintain an attitude of 'it could happen here' where safeguarding is concerned



- when concerned about the welfare of a child, they should always act in the **best** interests of the child
- knowing what to look for is vital to the early identification of abuse and neglect
- if they are unsure, they should always speak to the DSL

- if they have any '**concerns**' about a child (as opposed to a child being in immediate danger), there should be a conversation with the DSL to agree a course of action (although staff can make a referral to children's social care)
- other options could include referral (in accordance with the Local Safeguarding Children Board's referral threshold) to specialist services or early help services
- ordinarily, it is the DSL who makes referrals to children's social care, but, in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff can speak directly to children's social care themselves
- if anyone other than the DSL makes the referral, they should inform the DSL as soon as possible
- the Local Authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome
- staff should follow up on a referral should the information not be forthcoming.

*(The **online tool 'Reporting child abuse to your local council'**, directs staff to local children's social care contact numbers)*

- concerns should always lead to help for the child at some point
- if a child's situation does not appear to be improving, the staff member with concerns should press for re-consideration
- all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

(Appendix 4 contains a flowchart that sets out the actions that should be taken where there are concerns about a child.)

The school understands that it is important for children to receive the right help at the right time to address risks and prevent issues escalating, and that failing to take effective action can be dangerous to children.

Poor safeguarding 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
- a lack of challenge to those who appear not to be taking action.

The school promotes an **ethos** whereby staff and volunteers feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team (SLT).

The school has **whistleblowing procedures** for such concerns to be raised with the SLT. These are reflected in staff training and the staff behaviour policy/staff code of conduct.

Staff are made aware of **other whistleblowing channels** that are open to them:

For general guidance, for instance, staff can consult the Gov.UK site for '**Whistleblowing Advice for Employees**' or the DfE guidance '**Whistleblowing Procedure for Maintained Schools**'.

Where staff do not feel able to raise concerns regarding child protection issues internally, the **NSPCC whistleblowing helpline 0800 028 0285** is available between 8.00 a.m. and 8.00 p.m. Monday to Friday.

Staff can also e-mail **help@nspcc.org.uk**.

The school has **written procedures for dealing with allegations of abuse/safeguarding concerns in regard to staff**.

Staff understand that:

- if they have concerns about another staff member, this should be referred to the headteacher
- where there are concerns about the headteacher, this should be referred to the chair of governors.

Children who go missing from education:

The governing body of the school recognises that all children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have, and that a child going missing from education is a potential indicator of abuse or neglect.

The school has in place appropriate safeguarding measures in regard to children who go missing from education, particularly those who go missing on repeat occasions.



Staff are aware that they should follow the school's procedures to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of children going missing in future.

The school recognises that it is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The school complies with the law that requires all schools to have an **admission register and an attendance register**. All pupils at the school are placed on both registers.

The school **recognises that the Local Authority has duties in regard to children who go missing/children who go missing from Education**. Accordingly, the school informs the Local Authority of any pupil who is going to be deleted from the admission register where they meet any of the following criteria:

- the child has been taken out of school by their parents and are being educated outside the school system; e.g. home education
- the child has ceased to attend school and no longer live within reasonable distance of the school
- the child has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age
- the child is in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
- the child has been permanently excluded.

The school informs the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more. This is done at intervals that are agreed between the school and the local authority or, in default of such agreement, at intervals determined by the Secretary of State

The school recognises that some children – including of primary school age – are at risk of **sexual exploitation**. Where there are concerns a child may be being sexually abused or exploited, the school **follows the local procedures**.

The school is aware of the **mandatory reporting duty regarding FGM** and follows the local procedures/refers cases to the police where there are concerns.



The school recognises that protecting children from the risk of **radicalisation** is part of the wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

The school ensures that the designated safeguarding lead undertakes **Prevent awareness training** and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Staff are made aware of the '**Prevent Duty**' and understand that, under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in exercising their day-to-day functions, they must have due regard to the need to prevent people from being drawn into terrorism and to challenge extremist ideas.

Staff understand when it is appropriate to make a referral to the **Channel Programme**, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

As part of the school's approach to **online safety**, measures (such as putting in place suitable filtering) are taken to ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school also teaches pupils about **online safety** generally.

Management of Safeguarding - Crane Park Primary School

Management of safeguarding within the school is a co-ordinated approach between the governing body, the headteacher and the Designated Senior Lead (DSL).

The governing body:

- ensures it complies with its duties under legislation and has regard to the Keeping Children Safe in Education guidance to ensure that the policies, procedures and training in the school are effective and comply with the law at all times
- appoints a member of staff from the senior leadership team to the role of **DSL** to take **leadership responsibility** for the school's safeguarding arrangements
- ensures the leadership responsibility and the broad areas of responsibility and activities related to the role is explicit in the post-holder's job description
- ensures that **appropriate policies and procedures** are in place in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of children.

The headteacher:

The headteacher ensures that the policies and procedures that have been adopted by the governing body, particularly concerning referrals of cases of suspected abuse or neglect, are followed by all staff.



The Designated Safeguarding Lead:

The DSL is appointed from the school's leadership team and takes lead responsibility for safeguarding and child protection in the school, including liaising with outside agencies, attending case conferences, strategy meetings, etc.

(See Appendix 5 for broad areas of responsibility for the DSL)

Inter-agency working:

The governing body ensures the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015.

This includes:

- working with social care, the police, health services and other services to promote the welfare of children and protect them from harm
- providing a **co-ordinated offer of early help** when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- **allowing access for children's social care** from the host local authority or from a placing local authority to conduct, or consider whether to conduct, a section 17 or a section 47 assessment
- ensuring the school's safeguarding arrangements **take into account the procedures and practice of the local authority** as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board, including:
 - understanding and reflecting local protocols for assessment
 - Understanding and reflecting the LSCB's threshold document, and
 - supplying information as requested by the LSCB.

Information sharing:

The school recognises the importance of information sharing between professionals and local agencies in meeting a child's needs.

The school:



- has regard to the information contained in **Chapter One of Working Together to Safeguard Children** and to the document '**Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers**'
- ensures staff are made aware that:
 - whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, **the DPA is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm**, and
 - **fears about sharing information cannot be allowed to stand in the way** of the need to promote the welfare and protect the safety of children
- ensures staff understand that, although inter-agency working and information sharing are vital in identifying and tackling all form of abuse, they are especially important to identifying and preventing **child sexual exploitation**.

Staff training and development:

The governing body ensures the requirements around **staff training** (including induction training) and the **provision of regular updates** on safeguarding and child protection for staff are met.

In recognition that staff build expertise by undertaking safeguarding training and by managing safeguarding concerns on a daily basis, **staff are provided with opportunity to contribute to and shape the school's safeguarding arrangements and child protection policy**.

Online safety:

Crane Park Primary School increasingly works online. The governing body takes its approach to online safety very seriously.

The school:

- recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material
- ensures that appropriate filters and appropriate monitoring systems are put in place whilst at the same time seeking to avoid 'over-blocking' leading to unreasonable restrictions as to what children can be taught
- ensures children are taught about safeguarding, including online, through teaching and learning opportunities provided as part of a broad and balanced curriculum. This



may include, as appropriate: through PSHE, through bespoke safeguarding sessions, through sex and relationship education (SRE).

(See Appendix 6 for the online safety approach adopted by the school)

Safer recruitment:

The governing body of Crane Park Primary School takes seriously its responsibility to prevent people who pose a risk of harm from working with children. It has in place a written policy and procedures that ensures the school adheres to statutory responsibilities to:

- check staff who work with children
- take proportionate decisions on whether to ask for any checks beyond what is required, and
- ensure volunteers are appropriately supervised
- ensure at least one member of any appointment panel has undertaken safer recruitment training that covers as a minimum the content of the KCSE guidance.

(See Appendix 7 for the school's policy/procedures on safer recruitment)

Allegations of abuse made against teachers, the headteacher, volunteers and other staff:

The governing body ensures there are procedures in place to handle allegations made against staff (including the headteacher) or volunteers.

(See Appendix 8 for the procedures for dealing with allegations against staff)

There are also procedures in place for making a **referral to the Disclosure and Barring Service (DBS)** if a person in regulated activity has been dismissed or removed or would have been dismissed or removed, had that person not resigned.

(See Appendix 9 for referral to the DBS)

Allegations of abuse made against other children:

Staff in the school recognise that children are capable of abusing their peers and that peer-on-peer abuse can take a variety of forms and manifest itself in many ways.

Managing Peer on Peer allegations

See UKCCIS Guidance: sexting in schools and colleges, responding to incidents, and safeguarding young people.(2017)

Peer on peer abuse is when a child might have been abused by another



child, in particular sexual violence and sexual harassment. Peer on peer abuse also includes bullying, physical abuse, sexting and so-called initiation ceremonies. Sexual Violence and Sexual Harassment between children DFE (May 2018).

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Crane Park Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy

Keeping Children Safe in Education’, DfE (September 2018) highlights the additional safeguarding challenges for children with SEN and disabilities including:

- awareness that behaviour, mood and injury may relate to possible
- abuse and not just their Sen or disability;
- Higher risk of peer group isolation;
- Disproportionate impact of bullying; and
- Difficulties with communication.
- Schools should consider extra pastoral support for children with SEN and
- disabilities.

At Crane Park Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by ensuring that their Individual Education Plan (or Care Plan if necessary) is reviewed at least every half term and that the DSL is made aware of any changes/ potential risks.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Gender issues:

In recognising that different issues can be prevalent when dealing with peer-on-peer abuse, the school is mindful of gender issues that might present. The abuse could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing-type violence.

Sexting:



Sexting has become an increasingly commonplace phenomenon, and the school recognises that people who engage in this activity could include younger age children.

The school has regard to the DfE advice '**Searching, Screening and Confiscation**' and the UK Council for Child Internet Safety (UKCCIS) Education group's published '**sexting advice**' for schools and colleges.

This policy:

- makes clear that abuse is abuse and should never be tolerated or passed off as 'banter' or as 'part of growing up'.
- aims to minimise the risk of peer-on-peer abuse and sets out how allegations of peer on peer abuse are investigated and dealt with.
- contains procedures that make clear how victims of peer on peer abuse are supported.

(See Appendix 10 for the school's procedures in regard to children who abuse other children.)

Taking account of children's wishes and feelings:

When determining what action to take and what services to provide to protect individual children, there are systems in place for children to express their views and give feedback so that their wishes and feelings are taken into account. This is done in the context of the process operating with the **best** interests of the child.

Looked after children:

Crane Park Primary School recognises that the most common reason for children becoming looked after is because of abuse or neglect.

The governing body:

- appoints a designated teacher to promote the educational achievement of children who are looked after and ensures that this person has appropriate training
- ensures that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- ensures that appropriate staff have the information they need in relation to a child's looked after legal status (i.e. whether the child is looked after under voluntary arrangements with the consent of parents or the child is on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility



- ensures that appropriate staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child
- ensures the designated safeguarding lead, through the designated teacher for looked after children, has details of looked after children's social worker and the name of the virtual school head in the authority that looks after the child.

The virtual school head:

The school's designated teacher for looked after children works with the virtual school head in the local authority to discuss how the funding the virtual school head receives (i.e. pupil premium plus additional funding based on the latest published numbers of LAC in the authority) can best be used to support the progress of LAC in the school and meet the needs identified in individual children's personal education plans (PEPs).