

SAFEGUARDING AND CHILD PROTECTION POLICY

CZECH SCHOOL CAMBRIDGE CIC

1. Introduction

This Safeguarding and Child Protection Policy is for all staff, including assistant staff, admin staff, volunteers and any other people in position of trust (“Staff”), as well as parents, and the wider school community.

This policy covers all children and vulnerable young adults and grant equal child protection to everyone who is under 18 years of age.

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our setting. Children have the right to protection, regardless of age, gender, race, culture, background or disability. This policy is in line with LSCB (Local Safeguarding Children Boards) local guidance and procedures. All our staff will be expected to develop their understanding of the warning signs and indicators of abuse (as described later on in this document), be aware of the correct procedures and their responsibility for referring any concerns.

Safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

2. Statutory framework

This policy should be read alongside our organisational policies, procedures, guidance and other related documents listed below:

- [Keeping Children Safe in Education \(DfE, 2020\)](#)
- [Working Together to Safeguard Children \(HMG, 2018\)](#)
- [Education Act 2002](#)
- [The Children Act 2004](#)
- [The Children Act 1989](#)
- [The Children and Social Work Act \(2017\)](#)
- [The Equality Act 2010](#)
- [Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)
- [What to do if you're worried a child is being abused \(HMG, 2015\)](#)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- [The Children and Families Act \(2014\)](#)
- [The Human Rights Act \(1998\)](#)

- [The United Nations convention on the Rights of the Child \(2010\)](#)
- [Sexual Offences Act \(2003\)](#)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are designated key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown below.

CZECH SCHOOL CAMBRIDGE CIC Safeguarding Contacts:

Designated Safeguarding Lead (DSL)

Katerina Faberova

Deputy Designated Safeguarding Leads (DDSL)

Lucie Tousova

Both can be contacted via email on czechschoolcambridge@gmail.com

All Staff, including assistant staff, admin staff and volunteers, are required to read and familiarise themselves with this policy and safeguarding procedures, and act in accordance with its guidelines.

Safeguarding Leads – Responsibilities:

- Implementation of this policy and ensuring it is adhered to by everyone at all times. Working together with the Managing Director, they also ensure that the policies, procedures and training in our school are effective and always comply with the law. Ensure that all new staff and regular volunteers are DBS checked and undergo safeguarding and child protection training at the earliest possibility and that it is then regularly updated, ideally annually but **no later than two years from their last training** to provide them with the relevant skills and knowledge to keep our children safe.
- Respond, accurately record and promptly report any incidents or concerns of abuse. Ensure the remaining Staff are also aware of the correct procedures.
- Are jointly with the Managing Director responsible for ensuring the school follows safe recruitment procedures that help deter, reject or identify people who might abuse children. Occasional volunteers who are not DBS checked must be appropriately supervised in school at all times.

4. Liaison with other bodies

- We work within the 'Safeguarding Children's Board' guidelines.
- We have a copy of 'What to do if you are worried a child is being abused'(2015) on file for parents/carers and staff.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of relevant individuals and bodies to ensure that it is easy, in any emergency, for the school and social services to work well together.
- If a referral is to be made to the local authority social services department, we act within the Local Safeguarding Children's Boards guidance in deciding whether we must inform the child's Parents/Carers at the same time.

5. Responding and recording suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, sexual, as well as neglect.****

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, the child's key person (group teacher) makes a dated record of the details of the concern and discusses what to do with the Designated Safeguarding Lead or, if unavailable, her deputy. If neither of them is available, it must be brought to the attention of the Managing Director. The information will be stored on the child's personal file.

Staff must take care not to influence the outcome either through the way they speak to children or by asking questions of children. Only facts will be written, and the actual account of the concern.

Concerns may be shared with Social Services, health visitors, the Police or NSPCC.

If any member of staff is concerned that a child may be subject to abuse or at risk, they must complete an alert form and hand it to the DSL or her deputy.

When a child discloses any form of abuse, staff must follow the correct procedures. This includes never promising a child confidentiality. Staff must allow the child to talk freely and not to make judgements or assumptions about what the child is telling them. As soon as possible after the disclosure details must be logged accurately.

All concerns must be discussed with the DSL/DDSL and the Managing Director must also be informed. Action to be taken must then be discussed and recorded; this may involve completing an early help form and raising concerns with the local authority Children's Social Care team.

Confidentiality must be adhered to at all times.

6. Reporting procedure for suspected cases of child abuse

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from pre-school years through to the teenage years.

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

In the first instance, staff (including admin staff and volunteers) who consider that a pupil may benefit from early help should discuss this with the school's DSL or DDSL, in the DSL's absence. The DSL will consider the appropriate action to take in accordance with the SCPB referral threshold document:

<https://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/11/Effective-Support-for-Children-and-Families-Thresholds-Document.pdf>

The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation appears to be getting worse or does not appear to be improving. The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider

environmental/ associated factors present in a child's life which could pose a threat to their welfare or safety (contextual safeguarding).

What staff should do if they have concerns about a child

If staff (including admin staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL or DDSL in the DSL's absence to agree a course of action although staff can make a direct referral to Children's Social Care (Appendix 1).

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care within one working day. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again. Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that concerns have been addressed and that the child's situation improves. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including admin staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to Children's Social Care and/or the Police. **Anyone can make a referral.**

Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and Children's Social Care.

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care within one working day. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again.

Staff should challenge any inaction.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The Cambridgeshire and Peterborough Safeguarding Children Partnership Board (SCPB) is the School's local board. A full copy of their local procedures can be found at:

<http://www.safeguardingcambpeterborough.org.uk/>

7. Possible warning signs and indicators

Physical abuse*

This can involve hitting, shaking, throwing, burning, scalding, drowning and suffocating as well as other forms of physical abuse. It can also result when a parent or carer deliberately causes ill health of a child, known as fabricated or induced illness. It also includes “Female Genital Mutilation” or circumcision, which is an illegal and abusive act; although we know that some communities see it as a cultural requirement. It is also against the law to arrange for a child to be taken abroad with the intention of having her circumcised. Practitioners and volunteers need to be alert to this possibility when children are being taken out of the country for any period, although it is more likely in children of statutory school age.

Possible signs or indicators

- bruising especially in or around the mouth, back, buttocks, or soft tissue areas
- bruises around the eyes
- any mark or bruise where there is an outline of an implement, for example, a belt
- lots of different aged marks or bruises
- fractures to arms, legs or ribs , especially in a small child
- finger mark, grasp or grab marks on the limbs of a small child
- bites
- burn or scald marks, especially where there is a clear outline
- small round burns that could be caused by a cigarette
- sore scalp, missing hair
- child often unwell
- fabricated symptoms
- child seems fearful of adult parent/carer or says they are afraid of named person
- aggressive behaviour
- any reference to child being possessed (this could indicate a risk of abuse through belief in spirit possession)
- anxious withdrawn child
- unwilling to change clothes
- reports of being hit/kicked/locked in cupboard
- frequent absences or child going missing
- being taken out of the country for lengthy period of time (by certain cultures), especially if reference to family ceremony.

Note that these are possible signs and do not necessarily mean a child is being abused.

We know that children do suffer accidental injury and there may be a good explanation.

However, we should always be alert to the possibility of abuse and follow up immediately.

Any injury in a young child, especially pre-mobile, is cause for concern as babies are especially fragile and can be easily injured by shaking or rough handling.

Those who are charged with investigating injuries in children will consider to what extent the explanation and evidence is consistent with the injury as well as frequency and severity.

Sexual Abuse**

Sexual abuse covers a wide range of abusive behaviours and involves forcing or enticing a child or young person to take part in sexual activity, whether or not the child is aware of what is happening. This may include physical contact, from inappropriate touching to full penetration, and also non-contact activity such as accessing child abuse images on line or forcing children to look at pornography. Sexual abuse is usually perpetrated by someone known and trusted by the child and is rarely disclosed directly by a child or young person.

Possible signs or indicators:

- physical effects such as genital discomfort, bleeding, itching, difficulty in going to the toilet
- frequent use/reluctance to use toilet
- wetting, soiling, smearing faeces
- overly affectionate
- developmental delay, for example, language and behaviour
- sexualised play or behaviour
- compulsive masturbation
- sleep disorders for example, nightmares
- sexual awareness and provocative behaviour
- withdrawn, anxious behaviour, or changes in behaviour
- eating problems
- depression and other forms of mental health problems
- pregnancy especially where child's father not disclosed (older children)
- drug or alcohol abuse (older children)
- self-harming behaviour (older children)
- going missing from home/school (older children)

Neglect***

This is the persistent failure to meet a child's basic physical and psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, warmth, shelter, clothing or stimulation. It includes failure to protect a child from harm or danger or failure to seek medical care.

Possible signs or indicators:

- failure to thrive (babies and young children)
- persistent untreated nappy rash
- lethargic, listless demeanour
- constantly crying, unhappy baby
- child left dirty/wet and unchanged
- inadequate or dirty clothing

- smelly child, poor hygiene
- child constantly hungry and scavenging for food
- poor management of childhood illnesses for example, asthma
- illnesses or injuries that are left untreated
- repeated absence from setting
- weight problems (either underweight or excessively overweight)
- developmental and social delay
- failure to provide adequate standards of personal hygiene, clothing and comfort in the home
- child not collected from setting
- parent/carer risk factors including substance misuse
- excessive need for attention and affection
- stealing
- lack of stimulation, social contact or education
- inadequate supervision, being left alone
- children who are given responsibility for siblings
- children who may themselves be caring for parents to the detriment of their own health and development

Emotional Abuse****

Emotional abuse happens when a child's needs for love security, praise and recognition are not met. It usually co-exists with other forms of abuse but can occur alone. Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can result if developmentally inappropriate expectations are placed on a child or if a child is over protected to the extent of being denied opportunity for contact or play with other children. It can also include children who live with domestic violence or abuse.

Possible signs or indicators:

- excessively clingy or attention seeking behaviour
- very low self esteem
- changes in behaviour
- fearfulness or withdrawn behaviour
- despondency
- anxious and fearful of going home
- poor concentration
- aggressive, bullying behaviour
- inability to play or relate well to other children
- unable to have fun
- constantly seeking to please
- lack of appropriate boundaries with strangers
- eating disorders
- mood swings
- various mental health problems

8. What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, or volunteer, then this should be referred to the Managing Director. Where there are concerns about the Managing Director, this should be referred to the DSL. Generally, if an allegation is made against anyone working with children in the school, the school should not undertake their own investigation of allegations without prior consultation with the Local Authority Named Senior Officer or Designated Officer or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the school may discuss informally with the Local Authority Named Senior Officer or Designated Officer on a no-names basis.

9. Safer recruitment

The school is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the school, including regular volunteers, are subject to the necessary statutory child protection checks before starting work, for example, verifying identity, providing at least two references (at least one professional) and supplying an enhanced DBS check if available. The school will organise enhanced DBS checks for those who do not hold one. If the applicant has subscribed to it and gives permission, the school may also undertake an online update check through the DBS Update Service.

Any ad-hoc volunteer will remain the responsibility of their key person throughout their entire time in the school and will be supervised at all times.

The school maintains a single central register of appointments for all staff.

Date policy was accepted: January 2020

Date policy was reviewed: January 2021

Date policy is due for renewal: January 2022

Marketa Green, Managing Director
CZECH SCHOOL CAMBRIDGE CIC

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REVIEW

This policy will be reviewed by the leadership team (which includes the Managing Director and the DSLs) annually every January.

APPENDIX 1

Key External Contacts

Cambridgeshire and Peterborough Safeguarding Children Partnership Board

<https://www.safeguardingcambspeterborough.org.uk/children-board>

Cambridgeshire Education Safeguarding Team

ECPS.General@Cambridgeshire.gov.uk

Early Help Hub Cambridgeshire:

Tel: 01480 376666

Email: early.helphub@cambridgeshire.gov.uk

Peterborough: Tel: 01733 863649

Local Authority Named Senior Officer - Diane Stygal (Education Advisor):

Tel: 01223 507115

Email: diane.stygal@cambridgeshire.gov.uk

Local Authority Designated Officer - Cambridgeshire:

Janet Farr (Mon-Weds) & Jackie Ward (Weds-Fri)

Tel: 01223 727967

Email: lado@cambridgeshire.gov.uk

Local Authority Designated Officer - Peterborough:

Gisela Jarman, Tel: 01733 864030

Jane Bellamy, Tel: 01733 864790

Children's Social Care referrals team and Multi Agency Safeguarding Hub (MASH):

Direct contact centre Monday to Thursday 8am - 5.30pm and Friday 8am – 4.30pm

Out of Hours Emergency Duty Team

Tel: 0345 045 5203 Tel: 01733 234724

Email: referralcentre.children@cambridgeshire.gov.uk

National Services

Police Emergencies Tel: 999

Child Abuse Investigation Unit Tel: 101

School's Police liaison officer Tel: 101

Cambridgeshire County Council out of hours emergency duty team Tel: 01733 234724

NSPCC Whistleblowing Advice Line

National Society for the Prevention of Cruelty to Children (NSPCC)

Weston House

42 Curtain Road
London EC2A 3NH
Tel: 0800 028 0285
Email: help@nspcc.org.uk

UK Safer Internet Centre
Tel: 0344 381 4772 (Monday to Friday 10am-4pm)
Email: helpline@saferinternet.org.uk