



# Safeguarding (Child Protection) Policy

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## Section One

### Introduction

The Write Time takes seriously its responsibility to nurture, protect and safeguard the welfare of the children, young and vulnerable persons entrusted to its care.

### Intentions

- ◆ To create an ethos within The Write Time where children<sup>1</sup> are secure, feel able to talk, feel valued, and where the individuals' safety and welfare are paramount
- ◆ To raise the awareness of all employees to safeguarding and child protection procedures and to ensure that protection systems are successfully communicated and reviewed annually
- ◆ To create a systematic means of monitoring, communicating and recording information for any child or vulnerable person considered to be at risk, ensuring all employees are involved as appropriate
- ◆ To ensure the information about referrals of children, young people and their families or a vulnerable person will be treated with the utmost confidentiality and discretion
- ◆ To approach Safeguarding from a TWT-specific angle, tailoring policy and procedure to to our learners and their specific risks and needs

The Write Time will ensure that DfE, Ofsted and local authority requirements are always adhered to in respect of references and EDDBS checks for staff and volunteers (including 'Home Stay' hosts). All staff employed by The Write Time in a role that has primary duties that include working with children and young people are exempt from the provisions of the Rehabilitation of Offenders Act 1974. Volunteers at The Write Time do not work unsupervised, with all staff EDDBS checks being renewed every 3 years. Please see the TWT Safer Recruitment Policy for further details, including those relating to KCSiE 2020 stipulation regarding SLT and departmental head's 128 checks.

The Write Time has a named responsible person who will co-ordinate any protection issues (from hereon in referred to as the 'Designated Safeguarding Lead' [abr. DSL]); this person is **Alton McDonald**. In his absence this duty will be carried out by **Lana Philippson** (from hereon in referred to as the 'Deputy Designated Safeguarding Lead' [abr. DDSL]). Both staff have completed their level 3 training. Should an allegation refer to either the DSL and/or the DDSL, protocols for dealing with such allegations are illustrated in the Managing Allegations Against Staff and Volunteers diagram.

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<sup>1</sup> The word 'children', used throughout this document, includes vulnerable persons and children with disabilities and/or learning difficulties



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For purposes of professional objectivity, neither DSL or DDSL have any directorial/ proprietorial (including share ownership) associations with The Write Time Ltd.

The DSL will ensure that employees are aware of the London Child Protection Procedures for making referrals. The DSL will also ensure that staff know and understand the procedures within this policy document for reporting and recording any concerns. This will be completed upon induction to the organisation and on a continuing basis in the form of Continued Professional development (CPD). All staff have received Level 2 training and the team participate in regular team training.

Records of concerns remain confidential and are shared only with those who need to know. If you believe that allegations or suspicions are not being dealt with properly, you have a responsibility to report this to The Write Time's Senior Management Team<sup>2</sup>. If a referral is made to Social Care, reference will be made to the London Child Protection Board Procedures in deciding whether to seek the permission of the child's / young person's parents/carers before making the referral.

### **Safeguarding is everyone's responsibility**

**Child protection** is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. As adults and/or professionals or volunteers, everyone has a responsibility to safeguard children and promote their welfare. The Safeguarding and promoting of the welfare of children and young persons within the care of The Write Time and in particular protecting them from significant harm, depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need co-ordinated help from health, education, children's social care, and quite possibly the voluntary sector and other agencies, including youth justice services.

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard and promote welfare of the child and where necessary to help bring to justice the perpetrators of crimes against children.

'Early Help' is fundamental to providing adequate safety and welfare to all young people. The Write Time fully appreciates the power of Early Help as an inter-agency effort, and will adhere to all recommendations and stipulations laid out in Working Together to Safeguard Children 21<sup>st</sup> February 2019. Full details of Early Help practice can be found in Working Together to Safeguard Children 2019, chapter 1, page 13.

The Write Time fully appreciates that if a child runs away from, or goes missing from home or care, they are at risk. The Write Time will treat such events as safeguarding concerns and will respond appropriately and in line with government statutory guidance 'Statutory guidance on children who run away or go missing from home or care'.

TWT fully recognises and appreciates that a large percentage of our learners will arrive with us with special education needs and disabilities, and behavioural obstacles. These may be either officially

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<sup>2</sup> The Write Time's Senior Management Team are; Chris Murray (Managing Director and Founder), and Amanda Murray (Non-Executive Director)



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recognised, or yet to be officially recognised. In line with recent legislation KCSiE 2020, TWT recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Additionally, all TWT staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

TWT addresses these heightened risk-factors using an intensive pastoral and mentoring approach.

TWT recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Safeguarding issues around the use of student mobile phone access:**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. For information relating to our policy on the use of internet and non-internet enabled mobile phones by students, please see our E-Safety policy.



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### **Safeguarding issues relating to the use of 'reasonable force' with learners:**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. This subject is addressed in detail in our Behaviour policy.

### **Definitions of abuse and neglect:**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children (peer-on-peer abuse).

### **Physical abuse**

Physical abuse 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.

### **The Signs of Physical Abuse**

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

### **Behavioural signs**

If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol



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### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

### **The Signs of Emotional Abuse**

If a child is experiencing emotional abuse the child may be experiencing:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ("I'm stupid, ugly, worthless", etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Suffering from health or sleeping problems
- Struggling at school
- Ashamed to bring friends home
- Violent or showing other behaviour problems
- Physically hurt or abused.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **The Signs of Sexual Abuse**

Children who are being sexually abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused, there may be other explanations.



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### Physical Signs of Abuse

Pain, itching, bruising or bleeding in the genital or anal areas

- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections

If a child is suffering from any of these symptoms, a doctor should be consulted immediately.

### Behavioural Signs of Abuse

These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected.
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities.
- They may start using sexually explicit behavior or language, particularly if the behavior or language is not appropriate for their age.

### Neglect

Neglect is 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### The Signs of Neglect

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Here are some signs of possible neglect:

- if the child seems underweight and is very small for their age
- if the child is consistently hungry or excessively seeking food
- if they are poorly clothed, with inadequate protection from the weather
- if they are often absent from school for no apparent reason
- if they are regularly left alone, or in charge of younger brothers or sisters.

(Working Together to Safeguard Children, 2019)

All staff **must** read and understand the new statutory guidance for schools and colleges:



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## Keeping Children Safe in Education, September 2020 (Part 1 and Annex A)

### Working Together to Safeguard Children, 2019

#### Working in Partnership

- The Write Time works within the London Child Protection Board Procedures
- Where appropriate, OFSTED (the registration authority) will be notified of any incident or accident and any changes in the childcare arrangements which could affect the well-being of children.
- Contact details of the Social Care Children and Families Assessment Team are available, so that The Write Time and Social Care can work together
- If a referral is made to Social Care, reference will be made to the London Child Protection Procedures in deciding whether to seek the permission of the child's parents/carers before making the referral.

Parents/carers should be the first point of contact. If a suspicion of abuse is recorded, parents/carers are informed at the same time as the report is made unless The Write Time considers that this action would put the child at further risk of harm. This will definitely be the case where the parent/carer is the likely abuser. In these cases, the investigating officer will inform parents/carers. For this reason (as well as to facilitate general school-home communications), it is TWT's policy to have on record at least two (2) emergency contacts for each of its learners.

#### Staff, parents/carers and volunteers

- Adequate and appropriate staffing resources are provided to meet the needs of children in the care of The Write Time.
- Applicants for posts with children, young people or vulnerable persons are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed.
- OFSTED and local authority requirements in respect of references and DBS checks for staff and volunteers are adhered to, to ensure that no disqualified or unsuitable person has unsupervised access to children or vulnerable persons
- Volunteers do not work unsupervised
- The Write Time follows the Protection of Children Act 1999 (revised September 2005) requirements in respect of any person who is dismissed from employment, or resigns in circumstances that would otherwise have led to dismissal, for reasons of child protection concern



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- All visitor details are recorded

## Training

All adults at The Write Time who may come into contact with children and young people are trained to recognise the signs and symptoms of possible physical, emotional or sexual abuse, and also neglect. Employees must be aware of the Child Protection Procedures for making referrals. The Write Time will ensure that employees know and understand the procedures for reporting and recording concerns. All staff that have a role at The Write Time which primarily involves contact with children will be required to attend Child Protection and Safeguarding training.

This training will be provided by Local Safeguarding Children Board's (LSCB's) which offer training in Child Protection, Safer Recruitment and other topics relating to safeguarding children. Where it is not possible for staff to access local LSCB training, alternative training sourced to the same standard and level will be sought and provided, either by a company or a private consultant. This training is currently delivered in two parts; Child Protection Part 1, and Child Protection Part 2. All staff involved with safeguarding training requirements will be subject to continuous professional development. The Write Time's minimum standard will be a requirement of refresher training every year.

Staff training is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations. Further information about these courses can be accessed via local LSCBs' websites.

All staff, both teaching and non-teaching, at The Write Time are determined to ensure the safety and welfare of all children and young adults that we work with. As such, all staff undertake formalised training in the following areas of particular relevance:

### 1. FGM awareness for the Education Sector

At The Write Time we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually and ensure all new members of staff complete this training.

### 2. Preventing Radicalisation (Prevent)

All staff are required to complete the online general awareness training. The Write Time staff will show commitment to the principles of prevent. The Write Time will conduct annual training.

All staff have completed Prevent training

### 3. Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.



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The Write Time have an Action Plan and Risk Assessment which is reviewed annually.

Prevent concerns should be reported to the Child Protection Co-ordinator immediately. Information will be shared with the relevant London Borough of Croydon Lead (see appendix 3) if deemed appropriate.

The Write Time's Curriculum Policy embeds British values as a means of combatting radicalisation through education.

## Reviewing the Policy and Procedure

This policy and procedure will be reviewed every year by The Write Time Senior Management. Any amendments and changes will be signed off by a member of the Senior Management Team (SMT); this will include checking telephone numbers, accuracy of personnel details, and any updates required by a change in local or national policy.

## Section Two

### Child protection procedures:

#### Disclosures:

A child or young / vulnerable person may choose to disclose something to you. If a child **discloses** information to you, you must follow the following procedure.

- Do not promise confidentiality, you have a duty to share this information and refer to Children's Social Care services.
- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Reassure the child, but only as far as is honest, don't make promises you may not be able to keep e.g. *'Everything will be alright now'*, *'You'll never have to see that person again'*.
- Do reassure and alleviate guilt, if the child refers to it. For example, you could say, *'You're not to blame'*.
- Do not interrogate the child; it is not your responsibility to investigate.
- Do not ask leading questions (e.g. *Did he touch your private parts?*), ask open questions such as *'Anything else to tell me?'*
- Do not ask the child to repeat the information for another member of staff.
- Explain what you have to do next and who you have to talk to. (see Reporting section)

#### Recording Disclosures:

- Take notes if possible or write up your conversation immediately or as soon as possible afterwards.



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- It is essential the following details are recorded:
  - a. Record the date, time,
  - b. The place / location
  - c. Your Name and the name of the child or young Person
  - d. Record any non-verbal behaviour and the exact words used by the child as closely as possible (do not paraphrase).
  - e. Record a factual account of the disclosure
  - f. Record the *exact words* spoken by the child, and the adult present
  - g. (It is important the wording is not changed or corrected in any way, it must be as closely quoted as possible)
  - h. Complete Body Map for (appendix 4) if there are visible signs of injury

These records are to be signed and dated and kept in a separate confidential file. This information will be shared with Social Care if a referral is made.

### Reporting Procedures:

Whatever the nature of your concerns, or if a member of staff has been involved in a disclosure, this needs to be discussed with the DSL. A Safeguarding Report Form (appendix 1) must be completed by the reporting member of staff and transferred to schoolpod Safeguarding report, or put on schoolpod in the first instance.

The Child Protection Co-ordinator will consider the concern and a decision will be reached about whether a referral should be made to Children's Social Care services. It is to be noted that the Designated Officer can contact the appropriate lead in the Local Authority for advice as well as the Borough LSCB. If a decision to refer is made, this must be done on the MASH Online Referral Form. This document can be found at:

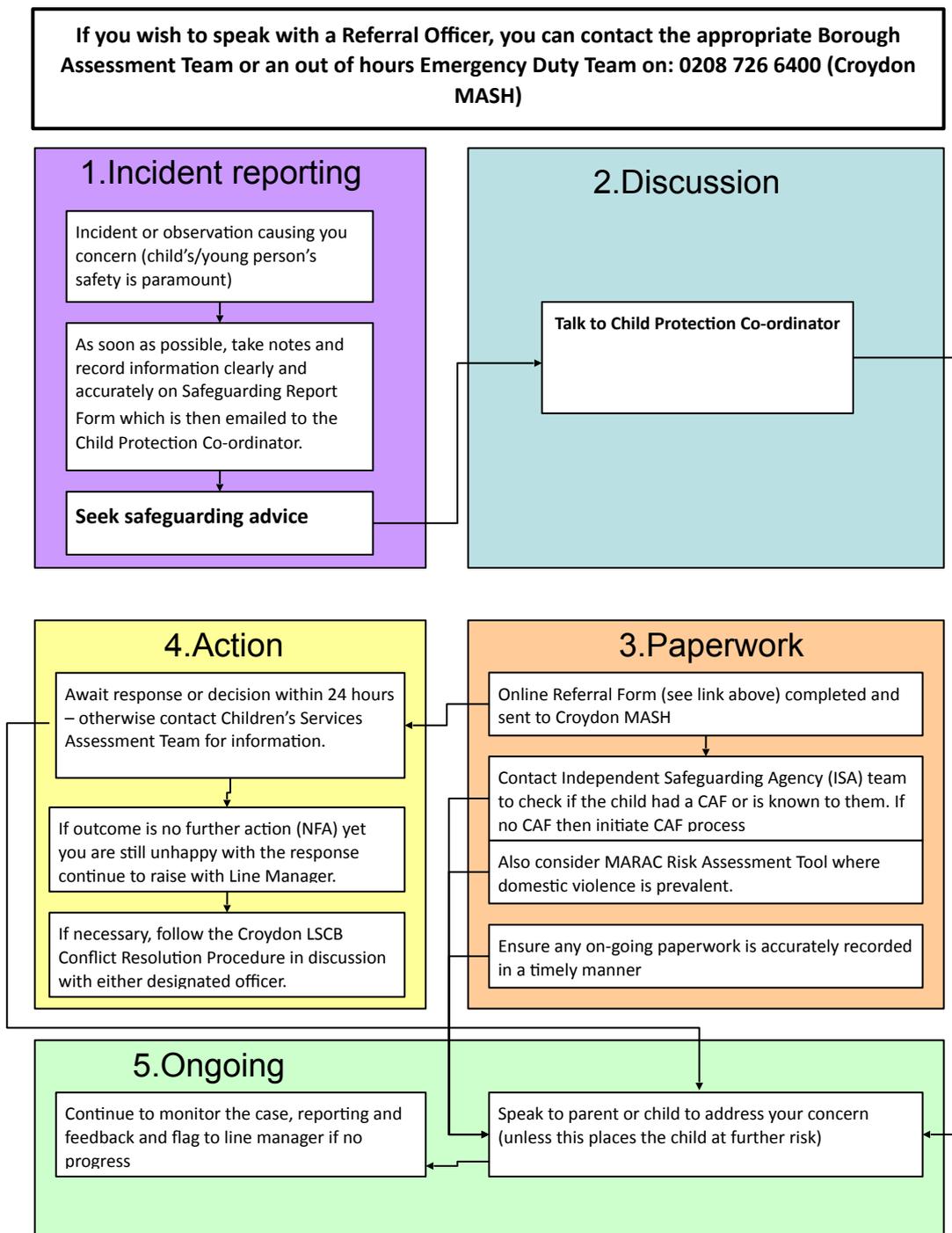
<https://my.croydon.gov.uk/ChildReferrals?qWname=New&qServiceRef=ChildReferral>

Please note that this form is only available online, and must be completed in one go as data cannot be saved while being completed. If the form remains idle for more than fifteen minutes, it will be reset and the process will need to be started again from the start.

### What information will you need when making a referral?

You will be asked to provide as much information as possible, such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have and details of the parents. Do not be concerned if you do not have all these details, the call still needs to be made. The form should be sent to the duty assessment team in the appropriate Borough.

**The Write Time Safeguarding Flowchart**





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### Allegations involving a member of staff / volunteer:

#### This section should be read in conjunction with Part 4 of Keeping Children Safe in Education

The Write Time is committed to having effective and safe recruitment and human resources procedures, including conducting all of the necessary DBS checks, and checking of the ISA barred list to make sure that all staff and volunteers (including volunteering parents) are safe to work with children and young people. It is an essential element of The Write Time policy that all such checks are completed before any member of staff or volunteer has any form of access to children even if directly supervised.

If, in the course of these checks for either a member of staff or a volunteer, a result is returned that raises concerns or is not up to the standard required the matter will be referred to Chris Murray.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children.

The allegations may relate to the person's behavior at work, at home or in another setting.

All allegations should be notified directly to the DSL, who will then instigate communication of the allegation to the Borough's Local Authority Designated Officer (LADO) within one working day.

Croydon's named LADO is **Steve Hall**, and he can be contacted on: **020 8726 6400 (extension 84322)**

The DSL should receive reports in relation to allegations against those within the organisation. The employee, against whom allegations have been made, will be suspended from duties if an investigation is required. This is in the best interests of the child / individual and the employee.

The Local Authority Designated Officer (LADO) will discuss the matter with the Named Senior Officer/ Manager to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a



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referral to the Children's Social Care team is required and/or whether suspension and investigation leading to subsequent disciplinary action is appropriate.

Some allegations will be so serious as to require immediate referral to the Children's Social Care team and the Police, but common sense and judgment must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care team and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care team. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence.
2. Enquiries and assessment by Children's Social Care as to whether the child is need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual.

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with The Write Time's complaints or disciplinary procedures.

**School Governance will be informed of all safeguarding allegations (including those that are deemed as 'patently false') made against members of TWT staff.**



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If allegation relates to Child Protection Co-ordinator or Deputy Child Protection Co-ordinator, staff member to contact LADO directly

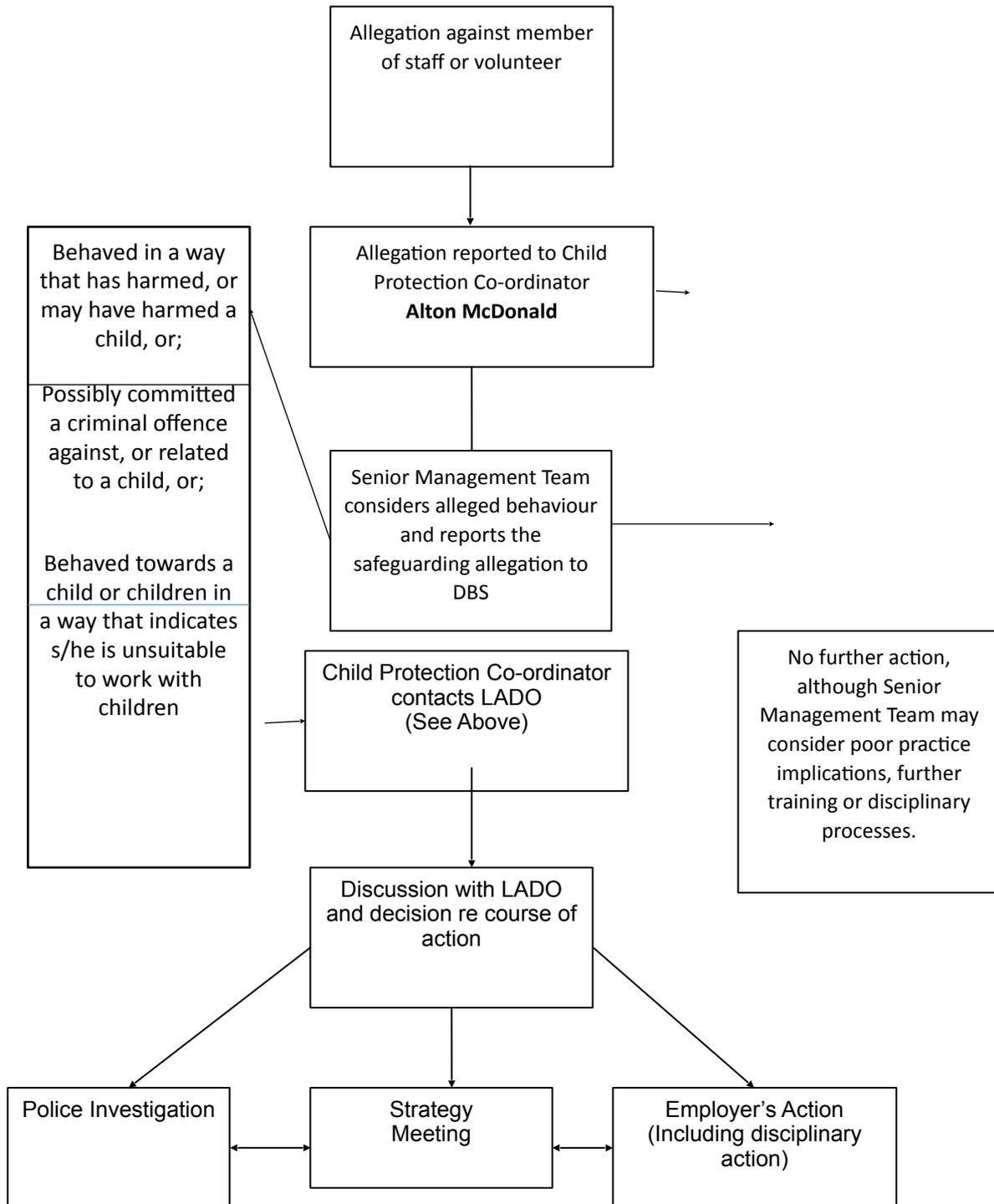
If patently false



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## Managing Allegations against Staff and Volunteers



Assessment by Children's Social Care e.g. s47 Child Protection Enquiry

LADO tracks progress, monitors outcomes & reports to LSCB



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## Confidentiality

All suspicions and enquiries/assessments are kept confidential and shared only with those who need to know for the purposes of protecting any likelihood of harm or serious harm. All information passed between The Write Time and any other third party for the purposes of Safeguarding and Child protection is subject to The Write Time's Confidentiality and Data Protection policies and the necessary use of the exception to confidentiality to prevent harm. (See The Write Time Confidentiality policy)

## Complaints

- ◆ All parents/carers are informed of how to complain about a member of staff or volunteer's action within The Write Time, which may include allegations of abuse.
- ◆ The guidance contained in the London Child Protection Board Procedures and the local authority's Child Protection Guidelines and Procedures are followed when investigating any complaint against a member of staff or volunteer.

## Support to Families

- ◆ The Write Time believes in cultivating trusting and supportive relations among families, employees and volunteers.
- ◆ The Write Time continues to monitor the situation for both the child and the family whilst assessment/enquiries are being made in relation to need or abuse in the home situation or the childcare setting.
- ◆ Child protection records kept on a child are shared with the child's parents/carers or those who have parental responsibility for the child. This information may be used in meetings or child protection conferences to form part of an assessment on the child and family. Similar records will be maintained if the situation involves a vulnerable person
- ◆ Whilst the care and safety of the child / individual is paramount, The Write Time will do all in its power to support and work with the child's / individual's family.



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### Appendix 1

### Safeguarding Report Form

Name of child	First Name	Family Name	
	Also known as	First Name	First Name
Date of Birth			

Date, time and place of incident causing you concern
Record of what the child said or did, what you observed and said to the child
Record discussion with parent/carers n/a
Record discussion with another professional  Name of professional:
Action taken / strategies
* Please confirm you have spoken to the parent about your recording (unless doing so places the child at further risk).

Date of writing	<input type="text"/>	Time of writing	<input type="text"/>
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Print name	<input type="text"/>
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Signature

Print name of Manager/C PC

Signature

Setting

### Appendix 3: Glossary of terms

**Child** - a young person under the age of 18 years or a vulnerable person under the age of 25

**Child Protection Enquiry** - A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

**LADO - Local Authority Designated Officer** - The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

**Child Protection Co-ordinator**- Schools should appoint a Child Protection Co-ordinator to have overall responsibility for ensuring that their school operates procedures for dealing with allegations against those who work with children in accordance with the guidance set out in the Working Together to Safeguard Children (updated Feb 2019), resolving inter agency issues and liaising with the Borough Local Safeguarding Children Board / LADO on the subject.

**Significant Harm** - The Children Act 1989 (and 2004) introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Significant Harm is any Physical, Sexual, or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life.

**Harm** is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".



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Suspensions or allegations that a child is suffering or likely to suffer Significant Harm may result in a Core Assessment incorporating a Section 47 Enquiry.

NB. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

The key point of contact for safeguarding referrals is our Multi Agency Safeguarding Hub (MASH), who are contactable on: Croydon MASH Team 0208 726 6400

### **Croydon**

For complaint against a professional these should be directed to the LADO. The following link provides details for the LADO:

<http://www.croydon.gov.uk/healthsocial/families/childproctsafe/lado>

### **Prevent**

Prevent concerns should be directed to Croydon MASH or Carl Parker,  
Crime & ASB: Analysis & Partnership Officer  
Tel: 020 8726 6000 x 88974  
e-mail: [carl.parker@croydon.gov.uk](mailto:carl.parker@croydon.gov.uk)



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## Appendix 4

### Safeguarding Record Concern Form (Body Map)

<b>Child's Name:</b> <b>Male/Female:</b> <b>Date of Birth:</b> <b>Class:</b>	<b>Your Name:</b> <b>School/College:</b> <b>Date:</b> <b>Time:</b>
<b>My Concern/s (please indicate as many as are appropriate)</b> <ul style="list-style-type: none"><li>• Is because an adult has reported concerns to me</li><li>• Is because a child has disclosed information to me</li><li>• Is a result of something I have seen, heard or believe</li><li>• Is because I suspect child abuse</li></ul>	

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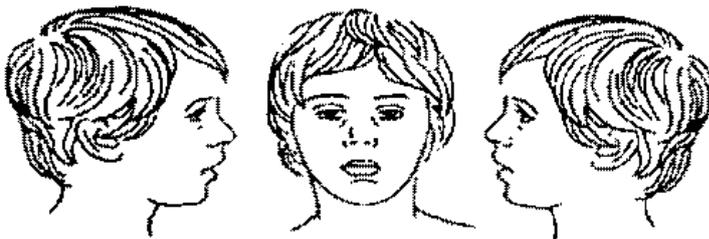
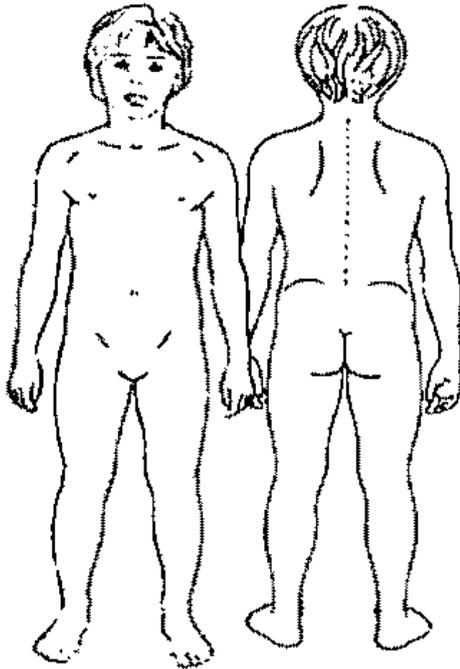
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Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT

Description of injury:



If the child has given an account of this injury give details:



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Please indicate the attitude of the child regarding the injury:

If the parent has volunteered an account of this injury give details:

Please indicate the attitude of the parent regarding this injury:

Any additional information:

Action taken by Senior Designated Officer for safeguarding:

Signed:

Date:

Time:



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**Notes of any further action (please include dates and persons involved in actions):**