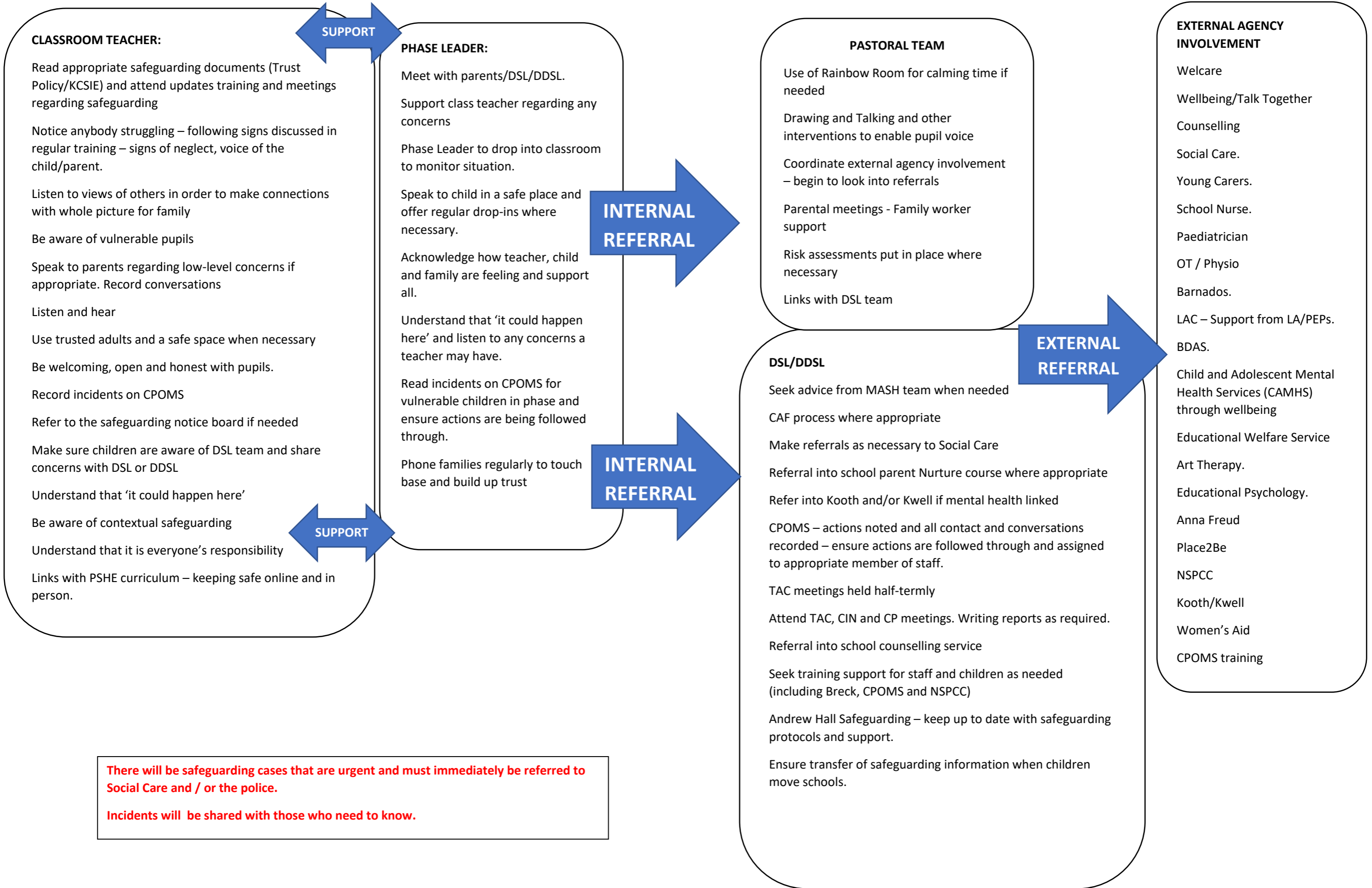


Safeguarding Protocol for St Paul's Cray CE Primary School – linked to behaviour policy, safeguarding policy, PSHE and SEND policies.



CLASSROOM TEACHER:

- Read appropriate safeguarding documents (Trust Policy/KCSIE) and attend updates training and meetings regarding safeguarding
- Notice anybody struggling – following signs discussed in regular training – signs of neglect, voice of the child/parent.
- Listen to views of others in order to make connections with whole picture for family
- Be aware of vulnerable pupils
- Speak to parents regarding low-level concerns if appropriate. Record conversations
- Listen and hear
- Use trusted adults and a safe space when necessary
- Be welcoming, open and honest with pupils.
- Record incidents on CPOMS
- Refer to the safeguarding notice board if needed
- Make sure children are aware of DSL team and share concerns with DSL or DDSL
- Understand that ‘it could happen here’
- Be aware of contextual safeguarding
- Understand that it is everyone’s responsibility
- Links with PSHE curriculum – keeping safe online and in person.

SUPPORT

SUPPORT

PHASE LEADER:

- Meet with parents/DSL/DDSL.
- Support class teacher regarding any concerns
- Phase Leader to drop into classroom to monitor situation.
- Speak to child in a safe place and offer regular drop-ins where necessary.
- Acknowledge how teacher, child and family are feeling and support all.
- Understand that ‘it could happen here’ and listen to any concerns a teacher may have.
- Read incidents on CPOMS for vulnerable children in phase and ensure actions are being followed through.
- Phone families regularly to touch base and build up trust

INTERNAL REFERRAL

INTERNAL REFERRAL

PASTORAL TEAM

- Use of Rainbow Room for calming time if needed
- Drawing and Talking and other interventions to enable pupil voice
- Coordinate external agency involvement – begin to look into referrals
- Parental meetings - Family worker support
- Risk assessments put in place where necessary
- Links with DSL team

DSL/DDSL

- Seek advice from MASH team when needed
- CAF process where appropriate
- Make referrals as necessary to Social Care
- Referral into school parent Nurture course where appropriate
- Refer into Kooth and/or Kwell if mental health linked
- CPOMS – actions noted and all contact and conversations recorded – ensure actions are followed through and assigned to appropriate member of staff.
- TAC meetings held half-termly
- Attend TAC, CIN and CP meetings. Writing reports as required.
- Referral into school counselling service
- Seek training support for staff and children as needed (including Breck, CPOMS and NSPCC)
- Andrew Hall Safeguarding – keep up to date with safeguarding protocols and support.
- Ensure transfer of safeguarding information when children move schools.

EXTERNAL REFERRAL

EXTERNAL AGENCY INVOLVEMENT

- Welcare
- Wellbeing/Talk Together
- Counselling
- Social Care.
- Young Carers.
- School Nurse.
- Paediatrician
- OT / Physio
- Barnados.
- LAC – Support from LA/PEPs.
- BDAS.
- Child and Adolescent Mental Health Services (CAMHS) through wellbeing
- Educational Welfare Service
- Art Therapy.
- Educational Psychology.
- Anna Freud
- Place2Be
- NSPCC
- Kooth/Kwell
- Women’s Aid
- CPOMS training

There will be safeguarding cases that are urgent and must immediately be referred to Social Care and / or the police.

Incidents will be shared with those who need to know.