

# *Pensby High School*



**PENSBY**  
**HIGH SCHOOL**  
Respect Care Inspire

## ***Child Protection/Safeguarding Policy***

*Submitted to Governing Body for approval:*

*Signed:* \_\_\_\_\_ *Chair of Governors*

*Signed:* \_\_\_\_\_ *Headteacher*

*Dated:* \_\_\_\_\_

# Pensby Federation Child Protection Policy

Policy Number:

<b>Version:</b>	1
<b>Ratified by:</b>	Full Governing Body
<b>Date ratified:</b>	Spring 2015
<b>Policy Lead:</b>	Helen Wimpress
<b>Name of responsible committee and SLT lead:</b>	PPD – Helen Wimpress
<b>Date issued:</b>	
<b>Review Date:</b>	Spring 2016
<b>Target Audience:</b>	Whole school community
<b>Equality Impact Assessment</b>	Complete on Policy

Version Control Sheet:

**Record of changes to this document**

Changes approved in this document by:	Date:
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**Consultation with Stakeholders**

List of key individuals/committees or groups this policy has been for consultation

Name of individual/committee Chair	Stakeholder involvement	Date
SLT and pastoral team	Review of procedures against current practise and viability of changes	
Governors PPD	Governors' input at draft stage	
Whole staff by email for thoughts, comment	Staff input at draft stage – written feedback by	
Parents Group	Parents' input into policy at draft stage	
PPD committee	Discussion for ratification and recommendation to full governors	
Full Governors	Ratification of policy and procedures	

**Record of changes to this document**

Changes approved in this document by:	Date:
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Section Number	Amendment ( <i>shown in Bold italics</i> )	Deletion	Addition	Reason

**Consultation with Stakeholders**

List of key individuals/committees or groups this policy has been for consultation

Name of committee Chair	Stakeholder involvement	Date

## Safeguarding/Child Protection Policy

**The Designated Senior Person for Child Protection is: Mrs Helen Wimpres**

In his/her absence the role will be undertaken by: **Mr Jon Rice/Mrs Julie Gauntlett**

In the rare event of both these members of staff being absent concerns should be reported to any other designated teacher in charge.

Record of training

Date Completed

<b>Whole School Safeguarding Training</b>	2 <sup>nd</sup> September 2015
<b>Senior Designated Person Level 2</b> Helen Wimpres	Awaiting training
<b>Senior Designated Person Level 2</b> <b>Deputising Persons</b> Julie Gauntlett Jon Rice Emma Price	TBC
<b>Safer Recruitment Training</b> <b>Name &amp; Date of training</b> Due every 5 years	Mrs Helen Wimpres (Summer 2011) Mr Daniel Stenhouse (Summer 2015) Mr Peter Madden (Summer 2015) Mrs Julie Gauntlett (TBC)

**Nominated School Governor for Child Protection is: Mr Steve Row**

**This policy was ratified by the Governing Body On: Spring 2015**

**Review date: Spring 2016**

## **Introduction**

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002 and the Children Act 2004 and in line with Government publications –

- Keeping Children Safe in Education, Statutory Guidance April 2014
- Working Together to Safeguard Children 2006, 2010 and 2013
- Guidance for Safer Working Practice for Adults, DFES Guidance 2009
- The Teaching Standards 2012

The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

This procedures document provides the basis for good practice within the school for Child Protection work. It should be read in conjunction with the Wirral Local Safeguarding Board Child Protection Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to cooperate under the Children Act 2004. Within the context of Every Child Matters, this takes account of the need for children "being healthy and staying safe."

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Wirral Local Safeguarding Children Board requirements and procedures. All procedures can be found on the LSCB website: [www.wirral.gov.uk/lscb/](http://www.wirral.gov.uk/lscb/)

## **Underpinning values**

Where there is a safeguarding issue, Pensby High Schools' Federation will work in accordance with the principles outlined in the Wirral Safeguarding Children Board Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation/transgender, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.

- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice and each school should follow inter-agency protocols. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under the Children's Trust arrangements is an important principle of practice in inter-agency work for safeguarding the welfare of children.

**The school will foster an ongoing culture of vigilance to maintain a safer environment for all pupils by:**

- Ensuring that senior members of staff have undertaken the National College for School Leadership 'Safer Recruitment' course and are committed to working to the guidelines recommended.
- Checking the suitability of all prospective staff and volunteers during the recruitment process by checking the Independent Safeguarding Authority register of people cleared to work with children as well as carrying out a Criminal Records Bureau check.
- Formulating an induction policy and programme for new staff and volunteers with the emphasis on Safeguarding Children.
- Ensuring that the Designated Senior Person for Child Protection has undergone suitable training for their role and that this training is refreshed every 2 years.
  - Arranging whole school staff training in Child Protection every 3 years. This training to include all staff eg teachers, teaching assistants, administration and caretaking staff; and anyone else that has regular contact with the pupils.
  - Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
  - Supporting pupils who have been abused by co-operating with other professionals (as recommended by 'Working Together' 2009.) to carry out our responsibilities outlined in any Child protection Plan issued at a Child Protection Case Conference.
  - Establishing a safer environment in which children can learn and develop.

## **Establishing a Safer Environment**

### **The school will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE and ICT curriculum for children to develop the skills they need to recognise risks and stay safe from abuse.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Person responsible for child protection and their role in helping staff to safeguard pupils.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection.
- Work with parents and carers to ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. This means that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
- Notify Wirral Social Care department if there is an unexplained absence of more than two days of a pupil who is the subject of a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and core groups.
- Keep written records of concerns about children to enable appropriate support to be targeted effectively eg 'Team Around the Family' meetings.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer by contacting the Local Authority Designated Officer for allegations.
- Ensure that all supply staff are fully DBS checked

### **The school will endeavour to support pupils through:**

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the pupil such as Wirral Social Care, Child and Adult Mental Health Services, Education Welfare Services and the Educational Psychology Service.
- Ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved
- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register.
- Notifying any concerns about a child who has a Child Protection Plan or is known to have an allocated social worker, to the child's social worker or, in his/her absence the manager or a duty officer in the team.
- Ensuring it discusses with Central Advice and Duty Team (CADT) any significant concerns about a child which may indicate physical abuse, emotional abuse, sexual abuse or neglect in accordance with the LSCB child protection procedures.
- Require each member of staff to sign a specific register to indicate that they have read the policy in its entirety and that they accept their duties to:
  - a. be familiar with this policy
  - b. implement the policy and cooperate with the school management in promoting Child Protection.
- This policy will be reviewed annually by the nominated Governor for Child Protection and the Designated Senior Teacher for Child Protection.

**This policy will be reviewed annually by the nominated Governor for Child Protection and the Senior Designated Person for Child Protection.**

### **Good Practice Guidelines**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour"
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse



## **Abuse of Trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

## **Children Who May Be Particularly Vulnerable**

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will be particularly aware of children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language

## **Support for Those Involved in a Child Protection Issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely

- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies
- ensuring that all staff with child protection responsibilities within school meet for supervision meetings at least monthly

### **Complaints Procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Headteacher and Governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **If you have Concerns about a Colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

### **Staff who are the Subject of an Allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (pp 57-67). Further information is contained in the school's disciplinary procedures.

## **Safer Recruitment**

Our school endeavours to ensure that we do our utmost to employ “safe” staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school’s individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant’s suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service as appropriate to their role
- be interviewed

All new members of staff will undergo an induction that includes that includes familiarisation with the school’s child protection policy and identification of their child protection training needs. Supply staff and other visiting staff will be given the school’s visiting staff leaflet. All staff sign to confirm they have received a copy of the child protection policy.

## **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

## **Photography and Images**

The vast majority of people who take or view photographs of videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

## **E-Safety**

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful

conversations, webcam photography or face-to-face meetings. The schools e-safety policy explains how we try to keep pupils safe.

Bullying via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This policy also includes the school's social networking policy which staff sign up to when they join. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

## **Child Protection Procedures**

### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

### **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 their symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **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 for meeting 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, although it may occur alone.

### **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 (for example, rape, buggery or oral sex) or non-penetrative acts. This may include noncontact 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, meeting a child following "sexual grooming" or preparation with the intention of abusing them.

## **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 misuse. Once a child is born, neglect may involve apparent or carer failing to provide adequate food and clothing or 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2006)

For further information and explanation of types of abuse and their symptoms see Appendix 1

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSP will consider implementing child protection procedures.

## **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **School Procedures**

Key points for taking action are:

- Any member of staff who has concerns about a child relating to Child Protection (it should be made clear to students that CONFIDENTIALITY CANNOT BE guaranteed in respect of CHILD PROTECTION ISSUES) must report their concerns to the designated member of staff for child protection.
- If in the unlikely circumstances no senior member of staff is available the member of staff directly concerned must make direct contact with the duty social worker (telephone number 0151-606 2008) and inform the school's child protection co-ordinator at the earliest possible opportunity.
- If a situation arises outside normal office hours the matter must be referred to the Children's Service Emergency Duty Team (telephone number 0151-677 6557).
- In accordance with the Local Safeguarding Children Board procedures, the agreement of the family for a referral to Children's Services Emergency Duty Team should be sought where possible. However, if it is felt that any such agreement seeking would increase the level of significant risk to the child, the matter should be discussed with Central Advice and Duty

Team (Safeguarding Unit on 0151-666 4442) and their advice sought. All referrals need to be confirmed in writing within 48 hours.

- All staff must protect themselves against allegations especially when meeting on a 1 to 1 basis with students.
- If the suspicions in any way involve another member of staff the matter needs to be brought to the attention of the Headteacher who will act in accordance with procedures (the management of allegations and concerns regarding the professional conduct of staff – Sept 2004 and also the LSCB procedures chapter 4).
- If the suspicion in any way involves the Headteacher advice needs to be sought from the LEA Child Protection Representative on the LSCB. The Chair of Governors is to be informed immediately.
- In an emergency take the action necessary to help the child, for example call 999
- Report your concern to the DSP by end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed

### **If you suspect a pupil is at risk of harm**

There will be occasions when you suspect that a pupil may be at risk, but you have no “real” evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (see Appendix 6) to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section “if a pupil discloses to you”. If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you. Give reassuring nods or words of comfort – “I’m sorry this has happened”, “I

want to help”, “This isn’t your fault”, “You are doing the right thing in talking to me.”

- Do not be afraid of silences – remember how hard this must be for the pupil
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- At an appropriate time tell the pupil that in order to help them you must pass the information on
- Do not automatically offer any physical touch as comfort. It may not be comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying “I do wish you had told me about this when it started” or “I can’t believe what I’m hearing” may be your way of being supportive but the child may interpret it that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the designated person
- Write up your conversation as soon as possible on the record of concern form, sign and date, and hand it to the designated person
- Try to write the exact language the pupil has used where possible
- Seek support if you feel distressed
- Report the disclosure to a senior designated member of staff for child protection as a priority

### **Notifying parents/carers**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

### **Referral to children’s social care**

The DSP will make referral to children’s social care if it is believed that a pupil is suffering or is at risk to suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a pupil’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **Monitoring and Record Keeping**

It is essential that accurate records be kept where there are concerns about the welfare of a child even where there is no need to refer the matter immediately. These records will be kept in secure confidential files, which are separate from the child's school records.

Staff should keep the designated person for child protection informed of:-

- Concerns about appearance and dress
- Changed or unusual behaviour
- Concerns about health and emotional wellbeing
- Deterioration in educational progress
- Discussion with parents about concerns relating to the child
- Concerns about home condition or situations
- Concerns about pupil on pupil abuse

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:

- Factual (no opinions)
- Non-judgemental (no assumptions)
- Clear
- Accurate
- Relevant
- When a child who has a child protection plan leaves the school and/or transfers to another school the designated person for child protection will inform the new school immediately and discuss with the child's social worker the transfer of any confidential information in the school may hold.
- When pupils who have been the subject of some concern in school transfer from primary to secondary school/and/or move school part way through the academic year any concerns that are being monitored need to be passed on to the receiving school in writing.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police and the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, the Headteacher and the Chair of Governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety.



## **Appendices**

- 1. Guidance on Child Protection matters**
- 2. Telephone numbers for referral**
- 3. Useful telephone numbers**
- 4. Allegations against staff guidance**
- 5. Multi-agency Referral Form**

**Any other Policies mentioned in the body of the policy or that the school feels comes under the remit of safeguarding children.**

## Appendix 1

### Guidance on 'Whether this is a Child Protection Matter'

1

**If staff have significant concerns about any child they should make them known to the school's Designated or Deputy Designated Child Protection Teachers. These concerns may include:**

#### **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.

#### **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 over protection and limitation of exploration and learning, or preventing the child from 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.

#### **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, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **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, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **FGM (Female Genital Mutilation)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child.

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs where their health, development or achievement may be adversely affected? Wirral Children and Young People's Framework says practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed.

Is this child in need? s17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are disabled.

Is this a child protection matter? s47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child in need, discuss the issues with the designated child protection teacher and parents. Obtain their consent for referral to First Response (see below) or any other agency.

If this is a child protection matter, this should be discussed with the designated teacher and will need to be referred to CADT by the school as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

All staff will have training on all the above issues on induction to school and every 3 years via a Wirral Safeguarding Children Board validated basic 'Safeguarding Children' course.

### **Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

*"There are some secrets I can't keep; but I promise that if someone is hurting or frightening you I will help keep you safe. I cannot do that on my own and will need to talk to ..... about it"*

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the Legal Services Department.

### **Talking to and listening to children**

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;

- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of exactly what was said.

You should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’;
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### **Record keeping**

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child’s words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

### **Attendance at Child Protection Conferences**

The Senior Designated Person for Child Protection or their deputy will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

## Appendix 2

### Making a referral to Social Care in Wirral.

- Central Advice and Duty Team Telephone: 606 2008
- Fax: 606 2022
- Secure e-mail: [cadtchildrensocialcare@wirral.gov.uk](mailto:cadtchildrensocialcare@wirral.gov.uk)
  
- Emergency Duty Team Telephone: 677 6557
  
- Family Crime Investigation Unit: Telephone: 777 2685
  
- Local Authority Designated Officer : Suzanne Cottrell  
Telephone 666 4582 Fax 666 4580  
Mobile 07780508919  
secure email: [suzannecottrell@wirral.gov.uk.cjsm.net](mailto:suzannecottrell@wirral.gov.uk.cjsm.net)

## Appendix 3

### Other useful telephone numbers.

Principal Safeguarding Manager - 666 5776

Julia Hassall – Director of Children’s Services - 606 2000

Julie Merry - EQ Safeguarding Training Officer – 666 5276

## Appendix 4

### Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally.
- avoid working in isolation with children unless thought has been given to safeguards.
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

### Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher or Chair of Governors the following should be considered

- behaved in a way that 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 that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher; not the designated child protection teacher in cases where this role is not undertaken by the Head (if the allegation is against the Head then it should be dealt with by the Chair of Governors). The Head / Chair should contact the Local Authority Designated Officer (LADO) Suzanne Cottrell - 666 4582 to discuss the allegation.

This initial conversation will establish the validity of any allegation and if a referral is needed to CADT. If this is the case a strategy meeting will be called that the Head / Chair should attend.

The decision of the strategy meeting could be:

- investigation by children's social care

- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the Schools Senior HR advisor

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion

**Appendix 5**

**MULTI-AGENCY REQUEST FOR SERVICES FORM.**



**MULTI-AGENCY REQUEST FOR SERVICES FORM**

This form is to ensure that you provide the necessary information to make a request for service and to aid your decision, in making that request to the Children and Young People’s Department.

Do you have consent to make this request for service - YES / NO

Whilst professionals should seek, in general, to discuss any concerns with the family and where possible seek their agreement to make referrals to LA children’s Social Care, this should only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm. (Working Together to safeguard children 2006)

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Section 1 - CHILD / FAMILY DETAILS

Name of child / children: .....

Date of Birth: .....

Address: .....

.....

Ethnicity:

Communication needs:

Name of parents: .....

Parents /Carers contact numbers; .....

Parents Date of Birth: .....

Do the parents live with the child / children: YES / NO

If NO what address do they reside at: .....

Schools attended: .....

GP details: .....

Health Visitor details: .....

Are any other professionals involved with the family? YES / NO



If YES please detail: .....

2

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**SECTION 2 - REFERRER DETAILS**

**Name of Referrer:** .....

**Date:** .....

**Agency:** .....

**Address** .....

**Telephone number** .....

**E-mail address** .....

**Is this child subject to TAF: YES / NO**

Are you the lead professional within TAC If NO who is (person and agency name):

.....

**Please detail why you are requesting a service from Children’s Social Care:**

.....

.....

.....

.....

.....

**If you have completed a CAF please attach**

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**SECTION 3**

**Childs Needs**

Please comment on each of the following: health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self care skills.

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**Parenting Capacity**

Please comment on each of the following: basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries and stability.

**Summarise detail of previous Children’s Services’ involvement**

Child/ren subject to Child Protection Registration? Yes \_ No \_

Child/ren previously on Child Protection Register? Yes \_ No \_

Child/ren previously Looked After? Yes \_ No \_

Child/ren on Disability Register? Yes \_ No \_

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**Family & Environmental Factors**

Please comment on each of the following: family history, wider family, housing, employment, income, community integration and community services.

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.....  
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**Please detail any additional services that are already provided or have been attempted:**

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.....  
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**Consent**

I agree with this referral being made and I am aware that the information is being shared

**Name of family member/person** .....

**with Parental Responsibility:**

**Signed:** .....

**Date:** .....

**If consent has NOT been obtained have you advised the parents of the request for service  
YES/ NO**

**If not**

**Requests for service can only be accepted if it is deemed that to seek  
parental/ Carers agreement "would place the child at increased risk of  
significant harm".**

**( Working Together to Safeguard Children 2006)**

.....  
.....

**You will receive confirmation of the action taken by the Children's Social Care within one  
working day based on the attached form**

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**REFERRER FEEDBACK FORM FROM CADT**

**Name of Referrer:** .....

**Date of referral:** .....

**Name of child/children:** .....

**Address:** .....

.....

**Date of feedback:** .....

**Outcome Detail**

**Sent to District office**

**Assessment team for a decision**

**Provision of advice and  
information**

**Advice Team Around Family**

**Meeting to be held**

**Advice and Information given**

**Signed..... Dated.....**

**Contact Number.....**

**If you disagree with the decision please see the LSCB Escalation Process**

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**GATEWAY REFERRAL FORM**

Issue 1 (April 2014)

It can be emailed to [gateway@wirral.gcsx.gov.uk](mailto:gateway@wirral.gcsx.gov.uk) or faxed to: 0151 604 3598.

If you have concerns about the safety or welfare of a child do not complete this form but call Central Advice and Duty Team on 0151 606 2008. If you believe that a child is at immediate risk of harm call 999.

- All referrals must have section 1 and 5 completed
- To request a Level 2 (Single agency) service please complete section 2
- To request co-ordination of level 3 (Multi-agency) services through Team Around the Family please complete section 3
- To request an additional service for a case which is already in Team Around the Family please complete section 4

Date of Referral	[     ]	Family ID	[     ]
Family Name:			

**1. Family Details**

<b>Address including Postcode</b>		[ ]					
<b>Main Contact Telephone Number</b>		[ ]					
<b>Email Address</b>		[ ]					
<b>Owner/Occupier</b>	<input type="checkbox"/>	<b>Private Landlord</b>	<input type="checkbox"/>	<b>Housing Association</b>	<input type="checkbox"/>	<b>Homeless</b>	<input type="checkbox"/>

**Children/Young People under 18 living at the above address** *Please see guidance for completing this section*

First Name	Surname	DoB (dd/mm/yyyy)	M/F	Age	Eth	EET	School	1 <sup>st</sup> Lang	Disability
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

**Adults living at the above address** *Please see guidance for completing this section*

First Name	Surname	DoB (dd/mm/yyyy)	M/F	PR/CR*	Eth*	EET	Relationship	1 <sup>st</sup> Lang	Disability
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

**Other relevant people/family members not at the above address** *Please see guidance for completing this section*

First Name	Surname	DoB (dd/mm/yyyy)	M/F	Address including postcode	Eth	Relationship	1 <sup>st</sup> Lang	Disability
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

		Contact Number
<b>Doctor's Name:</b>	[ ]	[ ]
<b>Dentist's Name:</b>	[ ]	[ ]
<b>Health Visitor's Name:</b>	[ ]	[ ]
<b>School Nurse's Name:</b>	[ ]	[ ]

**Are there any potential risks that would affect Staff visiting the home?** *Please see guidance for completing this section*

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<b>Section 2 – Level 2 Single Agency Services</b>					
<b>Service Required</b>		<b>In respect to which family member</b>			
<b>Please fully describe the need for this service including any specific areas of support E.G Domestic Abuse, Substance Misuse, Mental Health</b>					
<b>What is the primary unmet need for the family? (Please tick one)</b>					
Parenting	<input type="checkbox"/>	Education/ Work	<input type="checkbox"/>	Housing	<input type="checkbox"/>
Family Relationships	<input type="checkbox"/>	Money / Finances	<input type="checkbox"/>	Health	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Community Relationships	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	School Transfer	<input type="checkbox"/>

<b>Section 3- level 3 Multi agency / Team Around The Family</b>					
<b>Services currently involved with family:</b>					
<b>Agency</b>		<b>Professional Name</b>		<b>In relation to family member</b>	
<b>What is the primary unmet need for the family? (Please tick one)</b>					
Parenting	<input type="checkbox"/>	Education/ Work	<input type="checkbox"/>	Housing	<input type="checkbox"/>
Family Relationships	<input type="checkbox"/>	Money/ Finances	<input type="checkbox"/>	Health	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Community Relationships	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	School Transfer	<input type="checkbox"/>
<b>Please fully describe the need for this service including specific areas of support E.G Domestic Abuse/ Mental Health/ substance misuse)</b>					
<b>Does the family agree to a CAF?</b>			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Are you the best placed to act as lead professional</b>			Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<b>Section 4 Cases in Team Around the Family and requiring Additional Service</b>	
<b>Name of Lead Professional:</b>	
<b>Service Required</b>	<b>In respect to which family member</b>

<b>Please fully describe the need for this service including any specific areas E.G Domestic Abuse/ Mental Health/ substance misuse</b>	

<p><b>Consent to Store and Share Information</b></p> <p><i>Information collected in this referral form will need to be shared with the gateway team and agencies identified in the form to help us provide the services you need. If we need to share information with any other organisations later to offer you more help we will ask you about this before we do.</i></p> <p><i>Once completed, with your consent, the information will be considered by a meeting of representatives from agencies that maybe able to offer you support. You will then be contacted so that we can discuss with you further the type of support available.</i></p> <p><i>In line with the Data Protection Act (1998) we require your consent to share and store the information in this form.</i></p> <p><b>I/We understand the information that is recorded on this form and that it will be only be stored and shared for the purposes of providing services to me and my family. <input type="checkbox"/></b></p> <p><b>I/We have had the reasons for information sharing explained to me and I understand them. <input type="checkbox"/></b></p> <p><b>I/We agree to the sharing of information, as agreed, between <u>all relevant</u> services listed in this form. <input type="checkbox"/></b></p> <p><b>I/We also agree to the sharing of this and other information, such as attendance at the GP, between the locality team and the relevant services / organisations listed below, for the purposes of providing services to me and my family: <input type="checkbox"/></b></p> <ul style="list-style-type: none"> <li>• Wirral Council</li> <li>• Your Child / Children’s current school / education provider</li> <li>• Your housing provider</li> <li>• Health Visitor</li> <li>• School Nurse</li> <li>• GP</li> <li>• Adult mental health services</li> <li>• Drug and Alcohol advice and support services</li> <li>• Child and Adolescent Mental Health Services</li> </ul>
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- Other local health services (e.g. A&E, Community services)
- Voluntary Services Sector

To consent to sharing information each family member must sign below, or be signed for (if family member(s) are unable to sign for themselves). I understand I may add to or withdraw consent at any time by informing the Key Worker/Lead Professional.

Signed by adult(s)						Signature on your file	
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Signed by each child						Signature on your file	
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed		Name		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please state if consent from all family members has <i>not</i> been obtained e.g. due to being unavailable or objected							

Signed on behalf of referring agency / organisation		Date		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Print name					
Organisation & Position/Role					
Contact Tel. Number & email					
Would you be prepared to be lead professional if appropriate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			

Please retain the signed version of this form on file as you may be required to produce it as part of a quality assurance process

## RECORD OF CONCERN

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Male			
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Additional Information : (your opinion, context of concern/disclosure)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Signature :			
Your Position in School :			
Date and Time of this Recording :			
Action and Response of DSP / HT			
Name: .....Date:.....			



### When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

#### **Harm to a child can be caused by:**

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer \*

### What should I do if a child discloses that s/he is being harmed?

#### **1. Listen**

Listen carefully to what is being said to you, do not interrupt.

#### **2. Reassure**

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions (TED) to clarify if necessary:

Tell me more...  
Explain that to me...  
Describe what happened...

#### **Then follow the steps in the flowchart to the right.**

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSP to make a decision about risk of harm to the child.

### What must I do?

Recognise your concern

Respond - inform your DSP/Deputy DSP without delay (or Head Teacher/ Chair of Governors where appropriate\*)

Make a written record (using the child's own words), sign and date it

Pass the record to the DSP/deputy DSP (where appropriate) \*

### \*What should I do if the alleged abuser is a member of the school staff?\*

If your concern is about a staff member or volunteer, you should report this to the Head Teacher. If your concern is about the Head Teacher, you should report such allegations to the Chair of Governors. Contact details can be found on the back of this leaflet.

### How do I ensure my behaviour is always appropriate?

Please ask a member of the Senior Leadership Team for school guidance regarding Safer Working Practice. Guidance can be found in 'Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2009). Keeping children safe in education (2014), also gives explicit guidelines on your role in keeping children safe within our community. An 8 page summary is available at reception.

### CONTACTS

The school has a Child Protection Policy and a copy is available from:

Reception

In line with this, regardless of the source of harm, you **MUST** report your concern.

Head Teacher:

Kevin Flanagan

Your DSP is :

Jon Rice

Contact your DSP/DDSP at/on:

Through reception

Your Chair of Governors is:

Mary Draper

Contact them via the Head's PA

### **SAFEGUARDING CHILDREN QUICK REFERENCE FOR NEW SCHOOL STAFF or VOLUNTEERS**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment,
- identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you. Please seek advice from your **Designated Senior Person** for Child Protection if you are unclear about anything in this leaflet and keep it in a safe place.