



Lidget Green Primary School

Safeguarding and Child Protection Policy

Approved by the governing body on: 21st September 2017

To be reviewed on: September 2018

Signed on behalf of the governing body: *S. Mitchell*

NB. This guidance will be retained for a period of 7 years from replacement.

Version / Dated: September 2017

This policy should be read in conjunction with the following school documents and policies, which contain further information on specific aspects of Child Protection and Safeguarding:

E-Safety policy
Acceptable Use contract (Induction)
Behaviour policy (Induction)
Anti bullying policy
Health, Safety and Welfare policy (Induction)
Confidentiality policy (Induction)
Manual Handling policy
Physical Restraint policy
Procedures for accessing risk
Safer recruitment policy
Prevent Policy
Code of conduct for staff (Induction)
Staff training file
Intimate Care Policy
Whistleblowing Policy
Children Missing Education Policy
Lost Child Procedure
Child absconding Policy

and with the following National and Local documents:

Bradford Safeguarding Children Board Procedures (see BSCB website)
<http://www.bradford-scb.org.uk/>

Working Together to Safeguard Children (DFE March 2015)
Keeping children safe in education (DFE May 16 – for September 2016) which includes
guidance on FGM, CSE and Prevent
Children Act 2004
Education Act 2002 s175
Safeguarding Vulnerable Groups Act 2006
Early Years statutory framework 2014
Information sharing March 2015
The Prevent Duty (DfE 2015)
FGM Act 2003 (section 74 serious crime act 2015)
Multi-agency statutory guidance on female genital mutilation (DfE 2016)
Dealing with allegations of abuse against teachers and other staff

This policy is reviewed: **annually** by **the Governing Body**

This policy is shared with staff: **on Induction and annually thereafter**

This policy is based on the principles that:

- All children have the right to be treated with respect and protected from harm.
- Schools can make an important contribution to the prevention of abuse.
- Children, including those who may have experienced abuse, need information and support which meets their individual needs.
- All members of the school community are confident that any concerns they have will be listened to and acted upon and that they know how to report and record these concerns.

Named personnel with Designated Responsibility for Safeguarding

In-year amendments to policy in red.

Academic year	Designated Safeguard Lead	Deputy Designated Safeguard Lead	Nominated Governor	Chair of Governors
2017 - 2018	<p>Philippa Tomlinson (Deputy Head) (w.e. 06.10.17) Named Person (w.e. 06.12.17)</p> <p>Christine Moran (Head Teacher) Named Person</p>	<p>Afshan Hassan (Assistant Head Teacher) DDSL (w.e. 06.10.17) Named Person</p> <p>Named Persons Kathryn Dowsett (Learning Mentor)</p> <p>Angela Oldfield (SEN & Safeguarding Officer)</p>	Merle Griffiths	John Marshall

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INTRODUCTION

Lidget Green Primary School Co-operative Learning Trust recognises its legal duty under s175 of the Education Act 2002 and the 1989 Children Act, and takes seriously its responsibility to protect and safeguard the interests of all children. 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.

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 Bradford Safeguarding Children Board requirements and procedures.

THE SCHOOL'S COMMITMENT TO SAFEGUARDING AND CHILD PROTECTION

Due to the many hours of teaching and care we provide, school staff may be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. We have a duty to be aware that abuse does occur in our society and the forms that this may take. Our prime responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention.

This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to physical, sexual abuse emotional, or neglect based on the understanding that:

- 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, 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.

- Open-mindedness and honesty must guide each stage of assessment and of operational practice. 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.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- 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 Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current DfE guidance **Keeping Children Safe in Education**. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and contractors' staff.

Our safer recruitment practice includes interviewing applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Senior leaders and Governors have undertaken the NSPCC's online Safer Recruitment training; at least one of these people will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

In line with statutory duties, the following will apply:

- we will maintain an up to date single central record detailing the range of checks carried out on our staff and volunteers
- we obtain a DBS Enhanced Disclosure for all new appointments to the school workforce
- we seek confirmation from applicable staff that they are not disqualified from childcare under the Childcare (Disqualification) Regulations 2009. This includes:
 - staff employed in our EYFS, including the two year old room
 - staff employed to provide out of school care, as Reception aged children may attend the care club (Kidzone)
 - members of the SLT
- we obtain confirmation of appropriate checks and on-going training for supply staff from their agencies
- where possible, contractors whose staff have DBS checks are used. Where this is not possible, appropriate measures are taken to supervise these workers. Similarly, occasional visitors to the school who do not have DBS certificates are supervised appropriately.

2. Safe Practice

All staff are provided with a copy of **Keeping Children Safe in Education** and relevant updates; they are asked to sign that they have read and will follow the guidance given. Our school also complies with the current BSCB Safe Practice guidance. Safe working practice helps to ensure that pupils are safe because all staff:

- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;

- work in an open and transparent way;
- work with other colleagues where possible in situations that may be open to question
- discuss and/or take advice from school management over any incident which could give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware of and abide by the school's confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have staff with responsibility for child protection and know who this is. We tell pupils to whom they might talk, both in and out of school, of their right to be listened to and heard, and what steps can be taken to protect them from harm.

We will ensure that pupils are made aware that information can be found on various websites and that links to these sites can be found on our school website.

Issues related to safeguarding are addressed through the PSHE curriculum, for example: self-esteem, emotional literacy, assertiveness and the role of power in relationships, sex and relationship education, and bullying, including homophobic bullying. Other relevant issues will be addressed through curriculum areas such as English, History, Drama, RE and Art.

Pupils have the opportunity to share and discuss their views, opinions and concerns at a general level in PSHE lessons, school council, circle time, pupil questionnaires and in informal discussions with adults. Adults involved in these discussions listen carefully and given further opportunities to children to talk privately if they feel this may be helpful to the child.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Information is sent to parents at regular intervals such as guidance on e-safety and school safety initiatives.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Lidget Green Primary will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with our learning mentors or class teachers. We make parents aware of our policy through our website and at parents'

meetings.

5. Partnerships with others

We know that it is essential to establish positive and effective working relationships with other agencies who are partners in the Bradford Safeguarding Children Board. We work closely with social services, health services and the Local Authority. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction

All staff (including temporary staff and volunteers) are provided with this, and other relevant policies, and informed of school's child protection arrangements on induction. Non-class based staff employed by the school are required to complete the BCSB online An Introduction to Safeguarding Children; class based staff are required to complete Awareness of Child Abuse and Neglect

The Designated Safeguarding Lead and DSL deputies undertake child protection training and training in inter-agency working, (provided by the Bradford Safeguarding Children Board) and refresher training at 2 yearly intervals.

All other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals.

All staff also receive training, information and guidance on specific aspects of child protection, including but not limited to, Child Sexual Exploitation, E-safety, the Prevent Strategy and Female Genital Mutilation

7. Support, Advice and Guidance for Staff

Information and advice is available from our learning mentors and the headteacher who is also the Designated Safeguarding Lead. Written guidance published by the Government and the Local Authority is available from the Learning Mentors rooms and on the Intranet.

8. Attendance and Children Missing Education

Where children who are absent from school without a message about their absence, parents are contacted before 10.00 am to ensure that the child's whereabouts and well-being is known.

Where children are absent and we cannot contact parents we attempt home visits; if contact still cannot be made after ten days or if it is obvious that the house is empty, we refer the child to the Local Authority as a child Missing Education.

9. Confidentiality

The School has a clear and explicit confidentiality policy which outlines:

- that information must be shared with police and social services where the child/young person is or may be at risk of significant harm
- circumstances under which the pupil's and/or parent's confidentiality must not be breached
- how information is shared on a need to know basis

10. Pupil Information and CPOMS

The school operates a system in which all parents can be contacted immediately by mobile phone or email. For this to work effectively the school needs to keep up to date and accurate information on families which helps us to keep children safe and provide appropriate care for them. The school keeps the following details, which is shared with staff on a "need to know" basis.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above) including mobile numbers and email addresses
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

We use CPOMS – the Child Protection Online Monitoring System, a software application for monitoring child protection, safeguarding and other pastoral and welfare issues.

Every member of staff is able, and has a duty to, report any concerns which they may have. **CPOMS** records this information centrally and alerts relevant people immediately; in collating this information, it allows us to identify concerns about a pupil that might otherwise not be noted.

Roles and Responsibilities

The Governing Body will ensure that:

- the school has a child protection and safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- the school has a Designated Safeguarding Lead and named staff to deputise in this role;
- all staff regularly undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures on a regular basis

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;

- *have a working knowledge of how Bradford Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these;*
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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.

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.

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.

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.

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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Prevent Duty

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

All staff and volunteers have a duty to:

- protect children under the CTSA act 2015
- report any suspicions
- attend all relevant Workshop to Raise Awareness of Prevent (WRAP) training
- work with BSCB to coordinate any referrals
- ensure that children are safe from terrorist and extremist material when accessing the internet
- promote British values
- follow guidance outlined in the schools Prevent risk assessment

Staff should understand when it is appropriate to make a referral to the local authority to the Channel Programme

Child Sexual Exploitation (CSE)

All staff and volunteers have a duty to:

- prevent CSE by identifying, referring and supporting victims
- be aware that CSE can take many forms
- be aware that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities
- be aware of signs that may indicate a child is a victim of CSE:

- Regularly missing school
- Often going home late
- Unexplained gifts
- New possessions
- Associating with younger people involved in CSE
- Having older boyfriends/girlfriends
- Mood swings or drastic changes in behaviour
- Inappropriate or sexualised behaviour

Where CSE (or a risk of CSE) is suspected, staff should discuss this with the designated senior person. If necessary, local safeguarding procedures will then be triggered, including referral to the LA. The LA and other authorities will then handle the matter to conclusion. The school will cooperate as necessary.

Female Genital Mutilation (FGM)

All school staff must:

- Be alert to the possibility that a girl is at risk of/has suffered FGM
- Know that victims of FGM typically come from communities which adopt this practice
- Be sensitive when approaching the subject of FGM with girls as some may not know what it is
- Share with any concerns with the designated senior person. If necessary, local safeguarding procedures will then be triggered, including referral to the LA.
- be aware of a range of indicators which can suggest FGM: two or more signal that a child may be at risk:
 - The position of the family and their level of integration into UK society
 - Any girl with relatives (mother/sister/cousin) subjected to FGM
 - Any girl withdrawn from PSHE
 - When a female family elder from the country of origin visits
 - A girl may confide about a 'special procedure' or ceremony to 'become a woman'
 - A girl may request help if she suspects she's at risk
 - Talk of a holiday to her country of origin/ somewhere the practice is prevalent
- **be aware of** indicators that FGM has taken place:
 - difficulty in walking, sitting, or standing
 - spending longer than normal in the toilet
 - periods away from the classroom with bladder/menstrual problems
 - prolonged or repeated absence followed by withdrawal or depression
 - reluctance to undergo normal medical examinations
 - asking for help, but not being explicit about the problem

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the school child protection procedures which is based on the model provided by Bradford Safeguarding Children Board.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and have been trained in counselling procedures.

All information is confidential and must not be discussed with colleagues unless they have a direct involvement in the child

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- not to make a referral at this stage
- if further monitoring is necessary

- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- *make regular contact with the Social worker involved to stay informed*
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher, the senior designated person and the designated person dealing with the case. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the I Education Social Work Service. Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling*.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

If an allegation is made against a member of staff, visitor or volunteer the Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the education personnel section who will then contact the Local Authority Designated Officer (LADO).

The consultation between school, personnel and the DO will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the process and identify roles within the process.

Where the allegation has been made against the Headteacher, the abuse should be reported to the **Chair of Governors** who in turn should report it to the LADO and follow its procedures.

*In circumstances where an allegation has been made that a member of staff has used force against a child, we will apply the same principles as in the rest of this document using the guidance supplied by the DfE in **Dealing with allegations of abuse against teachers and other staff (October 2012)** and in **"Use of reasonable force"** (July 2013).

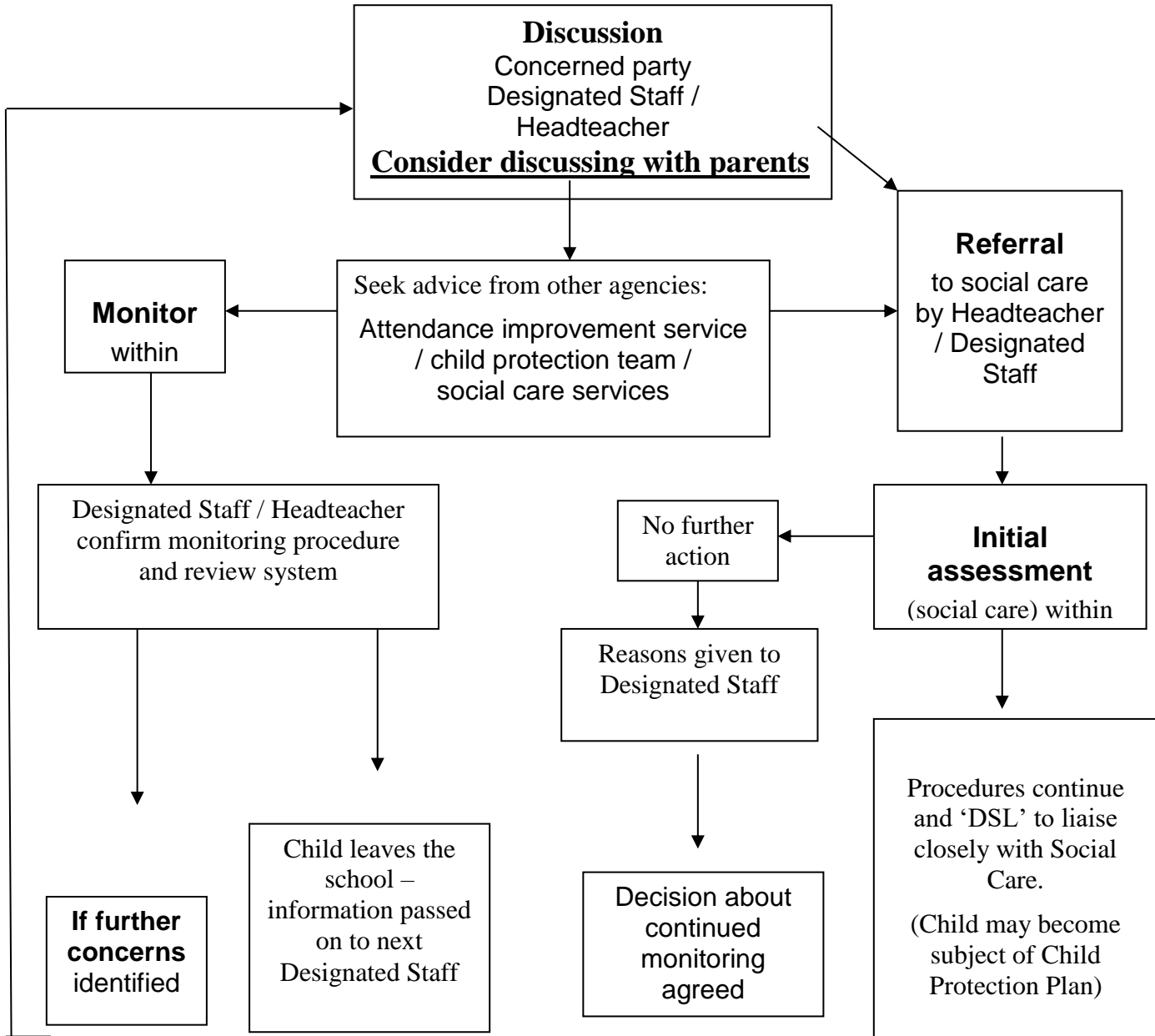
Appendix A Child Protection Procedures Flow Chart

On discovery or suspicion of any form of child abuse: **If in doubt – ACT**

Make sure the child is safe

Inform your Designated Safeguarding Lead or DSL Deputies Person for Child Protection
(Christine Moran, Afshan Hassan, Kathryn Dowsett or Angela Oldfield)

Who should then take following steps:



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure.