

Oak Lodge Primary School

Child Protection Policy

| | Name | Date |
|----------------------------------|----------------|---------------|
| Policy written by | Matthew Apsley | January 2015 |
| Agreed by committee | PPC Committee | January 2015 |
| Reviewed by committee | PPCC Committee | February 2019 |
| Adopted by GB | | |
| Next Review February 2020 | | |

Child Protection Policy

The Governors and staff of Oak Lodge Primary School fully recognise the contribution the School makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and will also ensure that our relevant policies, procedures and training are effective and comply with the law at all times.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

Definition – At Oak Lodge Primary School, we recognise that abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

1 Introduction

1.1 The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, language, racial origin, religious belief, sexual identity, culture or disability. They have a right to be safe in all environments.

1.2 In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

1.3 Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

2 Aims and objectives

2.1 This policy informs staff in our school about the actions necessary with regard to a child protection issue. Staff training sessions will also support the implementation of this policy, as appropriate. We aim to:

- support each child's development in ways that will foster security, confidence and independence;
- raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- ensure effective communication between all staff when dealing with child protection issues;
- lay down the correct procedures for those who encounter an issue of child protection;
- provide a systematic means of monitoring children known or thought to be at risk of harm;
- develop and promote effective working relationships with other agencies, especially the Police and Social Services;
- ensure that all adults within our school who have access to children have been checked as to their suitability and follow safeguarding procedures;
- implement recruitment procedures as recommended in School Staff (England) Regulations 2009. Regulation 9.

3 Procedures

3.1 The Deputy Headteacher is the Child Protection Liaison Officer and is supported by the Headteacher & Family Worker who are Deputy Child Protection Liaison Officers. There is, in addition, a named Child Protection (CP) Governor with whom the CPLO's will liaise in the event of a CP issue arising.

The designated school staff will attend training and a refresher every two years.

The Headteacher is Matthew Apsley. (see Appendix 8)

The Deputy Headteachers are: Elsa Thompson and Diane Lowton
The Governor with responsibility for Safeguarding is: Ian Chamberlain

3.2 Flowchart 1 from the booklet 'What to do if you're worried a child is being abused' is on display in the school's staff room and staff have been made aware of its contents during staff training sessions.

3.3 If any staff member suspects that a child may be a victim of abuse, they immediately inform a CPLO about their concerns. All members of staff develop their understanding of the signs and indicators of abuse. See Appendix 1. Whole staff Safeguarding training will be undertaken every 3 years.

All members of staff know how to respond to a pupil who discloses abuse. See Appendix 2 and 3.

Staff are aware that safeguarding issues may include: neglect, violence, sexual exploitation, children witnessing domestic violence, young carers, female genital mutilation.

Any injuries marks or bruising should be recorded on Appendix 5.

3.4 Any action that a CPLO takes when dealing with an issue of child protection must be in line with the procedures outlined in the booklet 'What to do if you're worried a child is being abused'.

3.5 Our CPLO's works closely with the Social Services department when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.

3.6 If a child alleges abuse, Social Services will be contacted by a Child Protection Liaison Officer. All parties would then agree the appropriate course of action.

3.7 The following procedures will be carried out for any pupil subject to a child protection plan. On day one of any absence from school a trained member of staff will telephone home. If there is no reply and/or there are concerns for the child's wellbeing, Social Care and Education Welfare should be contacted.

3.8 We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. Where appropriate, we inform the child of what action has been taken.

3.9 We require all adults employed in school to have their application vetted through DBS checks in order to ensure that there is no evidence of offences that would have an impact upon their ability to work in a school environment. All Governors and those that run clubs on the school premises are also DBS checked. Our DBS checks run on a rolling 3 year programme. A school or college may not request an enhanced DBS check with barred list check for anyone working in the school or college who is not in regulated activity, but may request an enhanced DBS check without a barred list check. For definition of a regulated activity see Appendix 9

3.10 Secretary of State Prohibition Orders

Should a pre-employment check show evidence of a prohibition order which prevents a person from carrying out teaching work in schools they must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Employer Access Online Service. 26. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication "Teacher misconduct: the prohibition of teachers".

3.11 Pre-appointment checks

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of pre-employment checks.

When appointing new staff, we will:

- verify the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtain a separate barred list check if the individual will start work in regulated activity before the DBS certificate is available;
- check that the candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role (see Appendix 9)

3.12 Before parents or volunteers can work in school they will need to be Enhanced List checked. All adults who do not have an enhanced DBS can only work in areas of the school where they are supervised by a member of the school staff. Any parent or volunteer working in school on a regular basis will have a full DBS check. (See Appendix 10)

We practice safer recruitment procedures. All adverts for staff state that the school practices safer recruitment and at least one member of the interview panel will have successfully completed the safer recruitment training. The following are safer recruitment trained:

Matthew Apsley Headteacher
Clare Mackenzie School Business Manager
Safeguarding Governor Ian Chamberlain

3:13 All job descriptions refer to safeguarding responsibilities of staff. Staff will sign to confirm that they have read the Acceptable Use Policy for ICT on an annual basis.

3.14 All staff are responsible for reporting concerns regarding a colleague's behaviour. See Whistle Blowing Procedures on display in the staffroom.

3.15 There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to report this to him/her immediately, and it will be recorded in the 'Central Behaviour Folder.

3.16 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures. New parents/carers are made aware of the Safeguarding Policy and it is available on the school's website.

3.17 Written records will be kept of concerns about a child even if there is no need to make an immediate referral. We ensure that all such records are kept confidentially and securely and are separate from pupil records.

3.18 An indication of further record keeping is marked on the pupil records.

3.19 The school's safeguarding procedures are reviewed annually

3.20 Governors receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.

4 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4 We know that disabled children are more vulnerable to abuse than non-disabled children, and are especially liable to bullying and intimidation.

4.5 We are aware that children with a background of sexual abuse are more likely to abuse their peers.

Our school will support all pupils by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school.
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Social Services as soon as there is a significant concern;
- providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school;
- establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to;
- ensuring all children know that there is an adult in school who they can approach if they are worried or in difficulty;
- including in the curriculum opportunities for PSHCE and citizenship which equip children with the skills they need to stay safe from harm and to know who they should turn to for help.

5 Inter-Agency working

5.1 The Governing Body ensures that the school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children 2018." This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

5.2 The Governing Body ensures that the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school to supply information in order to perform its functions, and this will be complied with.

5.3 The Governing Body ensures that a member of the Governing Body, usually the Chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.

6 Confidentiality

6.1 We recognise that all matters relating to Child Protection are confidential.

6.2 The Headteacher, Deputy Headteachers and Family Worker will disclose any information about a pupil to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets.

7 Supporting Staff

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

8 Allegations against Staff

8.1 We understand that a pupil may make an allegation against a member of staff.

8.2 If such an allegation is made, the member of staff receiving the allegation will;

a) take the allegation seriously; b) ensure that the child is safe and supported; and c) inform the Headteacher as soon as possible. The member of staff should then accurately record what they have been informed/observed.

8.3 Oak Lodge Primary School has a duty of care to its employees. The Headteacher is appointed as named representative to keep any person who is the subject of the allegation informed of the progress of the case and to consider what other support is appropriate for the individual. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice.

8.4 Parents or carers of a child or children involved should be told about an allegation as soon as possible if they do not already know of it.

8.5 Details of allegations that are found to have been malicious will be removed from personnel records.

8.6 The Headteacher on all such occasions will discuss the content of any allegation with the Local Authority Designated Officer (LADO).

8.7 If the allegation made to a member of staff concerns the Headteacher, a Deputy Headteacher will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO).

8.8 The school will follow both the Department of Education: Keeping children safe in education April 2014 guidelines London and Bromley's Safeguarding Children Board's protocols for managing allegations.

8.9 We make staff aware that they must only ever use physical intervention as a last resort and that at all times it must be only reasonable force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

9 Whistle Blowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.3 The Whistle Blowing Procedure is on display in the staffroom.

10 Bullying

10.1 Our policy on bullying is set out in our Anti-Bullying policy.

11 Racist Incidents

11.1 Our policy on racist incidents is set out in our Equality and Cultural Diversity Plan.

11.2 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12 Health and Safety

12.1 Our Health & Safety Policy reflects the consideration we give to the protection of our children both within and outside of the school environment.

12.2 The Educational Visits Co-ordinators are responsible for ensuring that risk assessments are carried out to ensure the safety of children and adults on school trips and visits.

The School's Educational Visit Co-ordinators are:

| | |
|----------------|--------------------|
| Diane Lowton | Deputy Headteacher |
| Melanie Vowell | Admin Assistant |

13 Single Central record

13.1 The School must keep a single central record. The single central record covers the following people:

- All staff (including supply staff) who work at the school: this means those providing education to children;
- All others who work in regular contact with children in the school including volunteers; and
- All members of the Governing Body.

13.2 The Single Central Record is reviewed termly by the Safeguarding Governor.

14 Trainee/student teachers

14.1 The school will ensure that all necessary checks are carried out. As trainee teachers can undertake regulated activity, sometimes unsupervised, an enhanced DBS certificate and Barred List check will be obtained. We work with the Initial Teacher Training Provider whose responsibility it is to carry out the necessary checks.

15 Work Experience students in school

15.1 When organising work experience placements we will ensure that policies and procedures are in place to protect children from harm. All volunteers in school have to complete induction procedures which include reading policies relating to child protection.

15.2 Work experience students are directly supervised by the class teacher or teaching assistant at all times during their work experience placement.

15.3 A risk assessment will be completed for all students on work experience.

16 Anti-radicalisation

16.1 At Oak Lodge we understand our responsibilities as set out under section 26 of the Counter-Terrorism and Security Act 2015 to 'have due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

16.2 Child Protection Officers have attended Prevent awareness training.

16.3 All our staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

16.4 Although at Oak Lodge risk of incidents of radicalisation are judged to be low, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local and wider community.

16.5 At Oak Lodge we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

16.6 If a member of staff believes that a child is at risk of radicalisation they should follow the normal procedures for reporting safeguarding concerns as outlined in this policy.

16.7 To discuss concerns, the Designated Safeguarding Lead will then make contact with either:

Jill.Bartlett@met.pnn.police.uk
SO15 Counter Terrorism Intelligence Officer – Bromley and Lewisham
728776 / 728444
Mob 07769 164201 or;

Rob Vale/Peter Sibley
Prevent Referrals/Training
Rob.vale@bromley.gov.uk
0208 313 4785

Schools Team Bromley
0208 284 8847

Any concern discussed should also be emailed to the above.

17 Monitoring and review

17.1 Our procedures will be reviewed and up-dated annually. All new members of staff will be given a copy of our Child Protection procedures as part of their induction into the school.

17.2 This policy will be reviewed annually and subject to new legislation or guidance. The Child Protection Liaison Officers will attend appropriate Child Protection training biannually.

17.3 All staff will sign annually to say that they have read the Safeguarding policy. Supply staff will be informed of the designated Child Protection Liaison Officers.

Signed:

Matthew Apsley: Headteacher

Diane Lowton: Deputy Headteacher

Elsa Thompson: Deputy Headteacher

Ian Chamberlain: Governor

NB – this policy should be read in conjunction with the Looked After Children policy.

Appendix 1

SIGNS AND INDICATORS OF ABUSE

- ❖ Unexplained injuries or burns, particularly if they are recurrent
- ❖ Improbable excuses given to explain injuries
- ❖ Refusal to discuss injuries
- ❖ Admission of punishment which appears excessive
- ❖ Bald patches
- ❖ Withdrawal from physical contact
- ❖ Arms and legs kept covered in hot weather
- ❖ Fear of returning home
- ❖ Fear of medical help
- ❖ Self-destructive tendencies
- ❖ Aggression towards others
- ❖ Running away
- ❖ Deterioration in achievement at school

SIGNS OF EMOTIONAL ABUSE

- ❖ Physical, mental and emotional development lags
- ❖ Admission of punishment which appears excessive
- ❖ Over-reaction to mistakes
- ❖ Continual self-deprecation
- ❖ Sudden speech disorders
- ❖ Fear of new situations
- ❖ Inappropriate emotional responses to painful situations
- ❖ Neurotic behaviour, rocking, hair twisting, thumb-sucking
- ❖ Self-mutilation
- ❖ Fear of parents being contacted
- ❖ Extremes of passivity or aggression
- ❖ Drug/solvent abuse
- ❖ Running away
- ❖ Compulsive stealing, scavenging

SIGNS OF NEGLECT

- ❖ Constant hunger
- ❖ Poor personal hygiene
- ❖ Constant tiredness
- ❖ Poor state of clothing
- ❖ Emaciation
- ❖ Frequent lateness or non-attendance at school
- ❖ Untreated medical problems
- ❖ Destructive tendencies
- ❖ Low self esteem
- ❖ Neurotic behaviours
- ❖ No social behaviours
- ❖ Running away
- ❖ Compulsive stealing or scavenging

SEXUAL ABUSE

- ❖ Sudden changes in behaviour or school performance

- ❖ Displays of affection in a sexual way inappropriate to age
- ❖ Tendency to cling or need constant reassurance
- ❖ Tendency to cry easily
- ❖ Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby
- ❖ Complaints of genital itching or pain
- ❖ Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger
- ❖ Unexplained gifts or money
- ❖ Depression and withdrawal

Missing Children

A child who is missing from an education setting is a potential indicator of abuse and neglect. Oak Lodge Primary School will put in place appropriate safeguarding responses if children are missing from school. First day absence from school phone calls will be made and priority will be given to vulnerable children especially those on a Child Protection Plan. Any concerns will be referred to the Education Welfare Officer at the Local Authority.

Attendance of children at Oak Lodge Primary School is monitored weekly and parents of children whose attendance is under 90% are informed, with support being put in place as needed.

Appendix 2

WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- ❖ Stay calm and reassuring.
- ❖ If it is not possible to talk with the child immediately – arrange a time and place to talk privately as soon as possible after the initial contact.
- ❖ Explain that you cannot promise to keep what the child tells you a secret.
- ❖ You can promise that only those who need to know will be told and that they will be the people who can help protect the child.
- ❖ Don't make any other promises – you may not be able to keep them and the trust will have been destroyed.
- ❖ The situation may cause you to react emotionally. Try not to show that to the child.
- ❖ Listen and reassure.
- ❖ Do not press for details. It is likely that further and possible extensive investigation will be needed and it is better for the child if he/she does not have to repeat the details unnecessarily.
- ❖ Tell the child that he/she was right to tell and that he/she is not to blame for the incident.
- ❖ Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- ❖ As soon as possible afterwards, record your conversation with the child. Try to remember the child's exact words and record your statement to the child. (Record on Appendix 4)
- ❖ Refer to a Child Protection Liaison Officer.
- ❖ Ensure that child's wishes or feelings are taken into account in determining what action to take and what services to provide.

NB: A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to follow these suggestions.

Many victims of child abuse say that having the first person they disclosed to being supportive was the first step in recovering from their experience.

HOW TO REACT WHEN A CHLD WANTS TO TALK ABOUT ABUSE

It isn't easy to give precise guidance about helping a child who wants to talk about abuse, but the following may be of help:

General points:

- ❖ Accept what the child says
- ❖ Keep calm
- ❖ Look the child in the eye
- ❖ Be honest
- ❖ Let the child know you'll need to tell someone – don't promise confidentiality
- ❖ Even when a child has broken a rule, he/she is not to blame for the abuse
- ❖ Be aware that the child may have been threatened
- ❖ Never push for information

Helpful things to say:

- ❖ I believe you
- ❖ I'm glad you've told me
- ❖ It's not your fault
- ❖ I'll help you

Avoid saying:

- ❖ Why didn't you tell anyone before?
- ❖ I can't believe it
- ❖ Are you sure this is true?
- ❖ Why? How? When? Who? Where?
- ❖ False promises
- ❖ Things like, 'I'm shocked; don't tell anyone else'

Concluding a discussion with the child:

- ❖ Again, reassure the child he/she was right to tell you and that you believe the story
- ❖ Let the child know what you are going to do next and that you will let him/her know what happens
- ❖ Immediately refer to your CPLO. If *you* are the CPLO, consult with social services as laid down in the child protection guidelines/procedures.

KEEPING A RECORD

Make notes as soon as possible, writing down exactly what the child said and when he/she said it. Record dates and times of meetings when they were recorded. **KEEP ALL HANDWRITTEN NOTES, EVEN IF SUBSEQUENTLY TYPED UP.**

Appendix 3

Oak Lodge Primary School

CHILD PROTECTION RECORD OF DISCLOSURE

Child's Name:

D.O.B.:

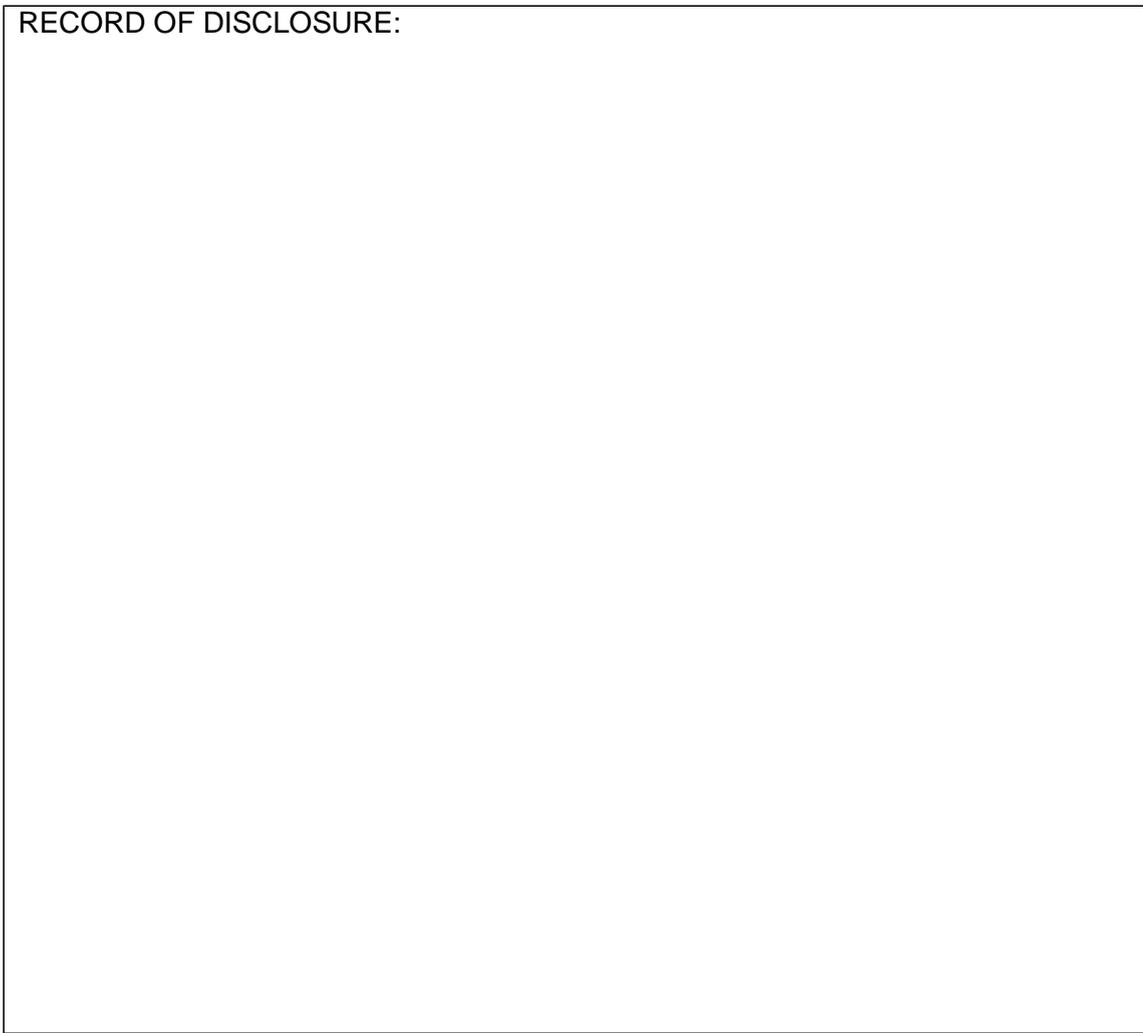
Class:

Information disclosed to:

Where:

When:

RECORD OF DISCLOSURE:



Signed:.....

Reporting Staff Member

Signed:.....
Child Protection Liaison Officer

Appendix 4

GUIDANCE ON ACTION TO BE TAKEN ON NOTICING UNUSUAL MARKS ON CHILDREN

1. At the time of noticing the mark, ask the child how it happened. Then record in writing what the child says.
2. The person who notices the mark, if not the child's teacher, should report it, along with anything related that is said by the child, to the child's teacher.
3. The class teacher should report to the Child Protection Liaison Officer (Headteacher or Deputy Headteacher), hand over the written record and complete a body map to show where the mark is.
4. The class teacher should then ask the parent if they know anything about how the mark occurred.
5. The class teacher should record what the parent says and report to a Child Protection Liaison Officer.
6. The Child Protection Liaison Officer will then decide if any follow-up action is needed.
7. The information from this will be kept in the Child Protection File in the Headteacher's office.

Check list for Recording:

When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:

Exact position of injury on the body
Size of injury –in approximate centimeters
Approximate shape of injury
Colour of injury
Is the skin broken?
Is there swelling at the site of the injury, or elsewhere?
Is there a scab/any blistering/any bleeding?
Is the injury clean or is there grit/fluff?
Is mobility restricted as a result of the injury?
Does the site of the injury feel hot/does the child feel hot?
Does the child feel pain?

Only record visible injuries; do not strip children. If the child is injured Children's Social Care will arrange for a Child Protection Medical.

Also record:

Explanation of the injury
General appearance of the child
Child's attitude demeanor
Parent's attitude
Action taken/proposed
Your name, designation, agency telephone number
Date and time of your observation.

Appendix 5:

Body map

Please indicate the exact site of the injury on the map

Name of Child:

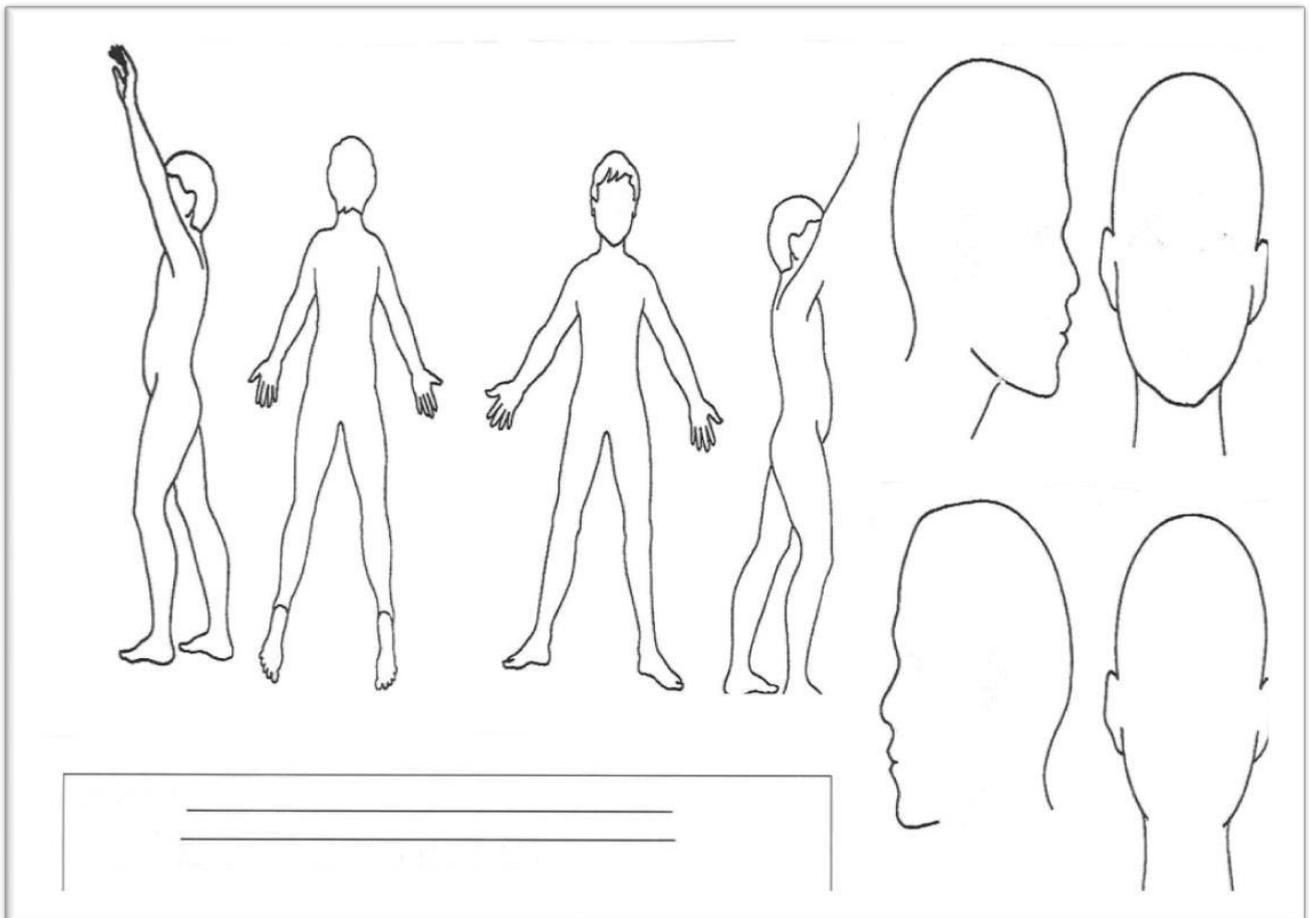
Date of birth:

Description of injury: (size shape colour and type)

Date marks/injury observed:

Name of person completing this form:

Date:



Action taken:

Appendix 6:

Making a Child Protection Referral

Who to contact:

Referral and Assessment Team
Civic Centre
Stockwell Close
Bromley
BR! 3UH

Tel: 020 8461 7373/7379/7404/7309
Fax: 01689 897475
Email: referral.assessment@bromely.gov.uk

Out of hours Emergency Duty Team

020 8464 4848
Monday to Thursday 5:00pm-8:45am
Week-end and bank holidays: 5:00pm-9:00am the next working day.

Croydon Safeguarding Hub

Immediate Safeguarding needs
Tel: 0208 726 6400

General Advice
Tel :0208 726 6464

Seek advice from the Duty Social Worker if you are unsure whether to make a referral. All referrals should be sent in writing using the multi-agency Children's Social Care Referral Form. The exception is the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours). With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral.

Common Assessment Framework

The CAF is designed as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for children with additional needs.
A CAF might be used if:

There is concern about how a child is progressing in terms of their health, wealth, behaviour, learning or any other aspect of their welfare.

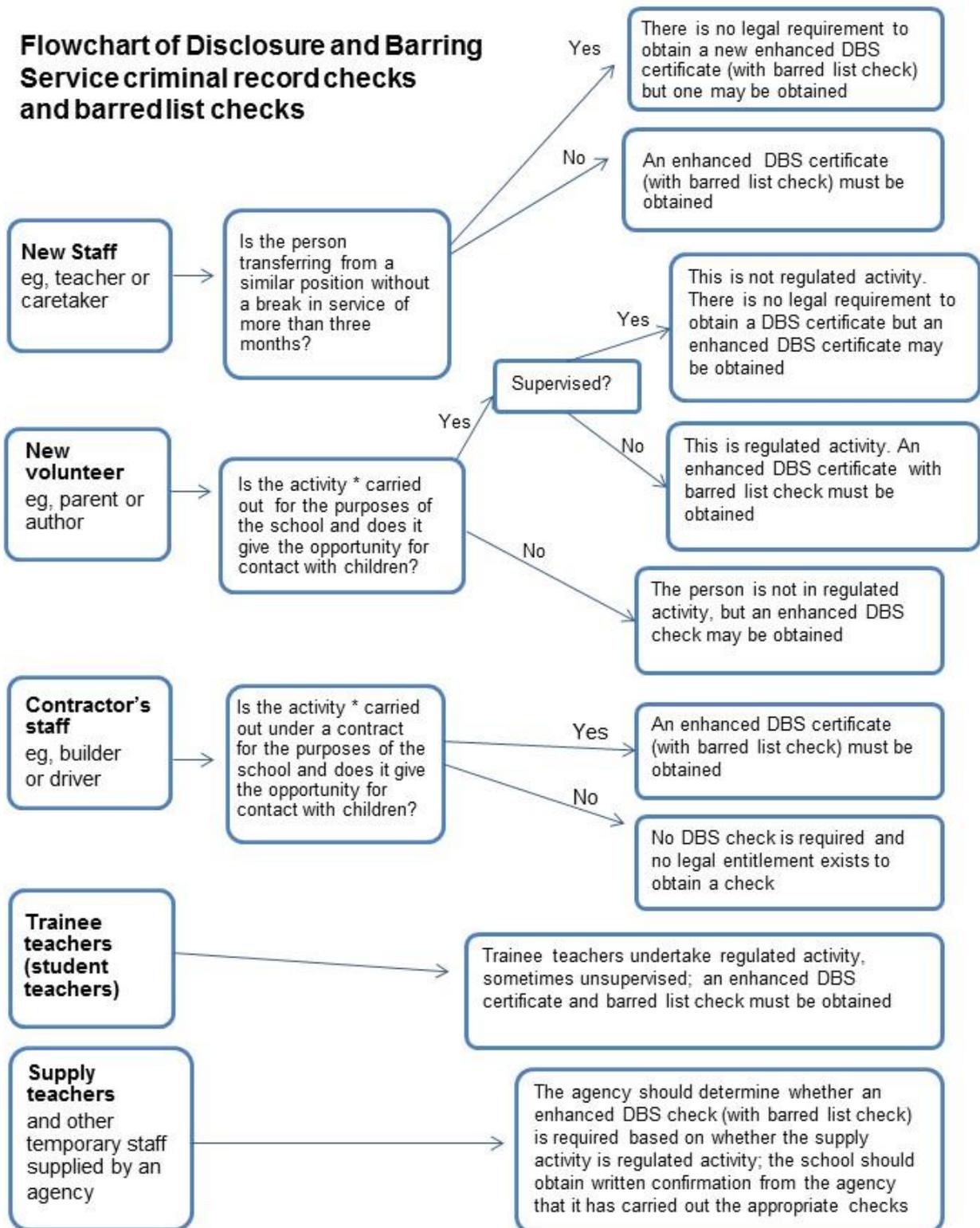
A request is received from the child or parent/carer for more support.

There is concern about the child's appearance or behaviour, but their needs are unclear or are broader than the school can address.

There is a need to help identify the needs of a child and/or to pool knowledge and expertise with other agencies to support the child.

APPENDIX 7

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX 8

Role of the designated safeguarding lead

The Governing Body will ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. At Oak Lodge Primary School this is: Matthew Apsley

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Ensure the referral of all cases of suspected abuse to the local authority children's social care and:
 - The local authority designated officer (LADO) for child protection concerns cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child
 - And/or Police (cases where a crime may have been committed)
 - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead will receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy
- and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising Awareness

The designated safeguarding lead will:

- Ensure the school policies are known and used appropriately
- Ensure the Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure their child protection file is copied for any new school as soon as possible, but transferred separately from the main pupil file

t:\school documents - policies, risk assessments & minutes\policies\pupils, parents, carers and community\child protection & safeguarding\oak lodge safeguarding and child protection policy.doc

APPENDIX 9

This statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on GOV.UK.

1. This document fulfils the duty in legislation that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.
2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.
3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points: there must be supervision by a person who is in regulated activity;
 - the supervision must be regular and day to day; and
 - the supervision must be “reasonable” in all circumstances to ensure the protection of the children

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves. The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.
5. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:
 - Ages of the children, including whether their ages differ widely;
 - Number of children that the individual is working with;
 - Whether or not other workers are helping to look after the children;
 - The nature of the individual’s work (or in a specified place such as a school, the individual’s opportunity for contact with children);
 - How vulnerable the children are (the more they are, the more the organization might opt for workers to be in a regulated activity);
 - How many workers would be supervised by each supervising worker.
6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

