



Woodseats Primary School

Safeguarding and Child Protection Policy

Date Agreed by Governors	September 2019
Date of Next Review	September 2020

Woodseats Primary School Safeguarding and Child Protection Policy

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The Designated Safeguarding Lead is **Karen Dunning** Assistant Headteacher for Inclusion

The designated safeguarding deputy is **Sinead Fox** Headteacher

The safeguarding governor is **Mrs Eileen Cross**

This policy applies to Teachers, Teaching Assistants, mid-day supervisors, admin staff, cooks, premises staff, external support agencies, external coaches, supply staff, all volunteers and Governors.

1. Introduction

We ALL have a statutory duty to:

“Safeguard and promote the welfare of children”

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children DFE 2018 is:

Safeguarding and promoting the welfare of children means taking action:

- to protect children and young people from being maltreated
- to make sure their health or development is not impaired
- to make sure that they grow up in an environment that provides safe and effective care
- to help them to have the best possible life chances, and to enter adulthood successfully.

Principles of the Policy

Children have a right to be safe within our school.

Everyone within the school shares the objective to help keep children safe by contributing to:

- Providing a safe environment for children to learn in educational settings
- Identify children who are suffering, or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at school.

Cross References and Links

This Safeguarding policy should be read in conjunction with the schools policies on:

- Induction programme / process
- Anti Bullying Policy
- Behaviour Policy
- Code of Conduct
- Whistleblowing policy 2017
- Responding to complaints against staff/volunteers/organisation
- E-safety-including acceptable use policies
- Information sharing/confidentiality policies
- Entry and Exit Procedures
- First Aid Policy
- Allegations of Abuse Against Staff Policy
- Accessibility Plan
- Equality Scheme
- H and S Policy
- Attendance Policy
- Positive Handling Policy
- Social media policy
- Inspecting Safeguarding in maintained schools and academies Sept 2014

This policy has been written and developed in accordance with the following legislation and policy:

- ✓ Keeping Children Safe in Education: September 2019
- ✓ Working Together to Safeguard Children, DFE 2018

- ✓ Information sharing: advice for practitioners providing safeguarding services, DFE 2018
- ✓ What to do if you're worried a child is being abused, DFE 2015
- ✓ Early Years Foundation Stage, DFE 2014
- ✓ Disqualification Under The Childcare Act 2006, DFE 2015
- ✓ Statutory Framework for the early years Foundation Stage April 2017

- ✓ Children Act 2004
- ✓ SSCB Child Protection and Safeguarding procedures
- ✓ Thresholds of Needs Guidance 2018
- ✓ Revised Prevent Duty Guidance 2015
- ✓ Supporting Pupils at school with medical conditions December 2015
- ✓ Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- ✓ Supporting Pupils at School with medical Conditions 2015

Aims and Objectives

The principle aim of the policy is to ensure that ALL staff within the school are clear about their responsibilities and the actions and procedures required to safeguard and protect a child.

It aims to:

- Raise awareness for all staff and identify responsibility and procedures for reporting concerns or incidents of abuse including concerns around extremism and FGM
- Ensure effective communication between all staff, across agencies, when dealing with child protection issues.

3. Who does the Policy Apply to?

- ALL STAFF = Teachers, Teaching Assistants, LSAs, Administration Staff, Cooks, Premises staff.
- External support agencies, External coaches and Supply Staff
- ALL VOLUNTEERS and GOVERNORS

Implementing Woodseats Safeguarding and Child Protection Procedures

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore include:

Safeguarding in School - Our School Ethos and Our Curriculum

- Instil a school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. This is currently evidenced and achieved through the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. This is enhanced by the Healthy Minds Project which dovetails with the PHSE curriculum.
- Ensure children know that there are adults in the school whom they can approach if they are worried. A number of children have been trained as 'Peer Buddies' who are identified in

the playground as being there to listen to their peers, understanding what confidentiality looks like in their role. The buddies have regular supervision from the DSL.

- Ensure pupils have an awareness of on line safety. All computers within school have the necessary blocks to maximise the safety of pupils. Guidelines for using the internet and provided with each computer for KS1 and KS2
- Offer **E safety training** for parents and carers to raise the profile of this form of abuse and increase their potential and ability to protect their children on line.
- Ensure pupils have an awareness of online safety. Guidelines are sent home and provided across the school
- The school has an ethos of zero tolerance of any form of peer to peer abuse. All allegations will be taken seriously and investigated thoroughly.
- Pupils are encouraged to ask and answer questions and not be afraid to touch on controversial issues.
- Through our **SMSC curriculum** our school promotes a common sense of identity and supports diversity, showing our students how different communities can be united by common experiences and values.
- We plan an assembly programme focused around ethical values , beliefs and British Values
- We ensure the school Parliament enables pupils to actively participate in the democratic process and have a pupil voice.
- Clear and consistent communication of the behaviour policy.

Extremism and British Values.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Our curriculum has been revised to include explicit links to these values. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

Safer Recruitment and Induction

- When recruiting new members of staff the school follows the government guidance 'Keeping children safe in education' 2016 and Safer Recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.
- The school ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified via the use of the DFE secure site.
- The Childcare disqualification regulation document is completed on induction DFE October 2018
- Accredited Safer Recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with statutory guidance.
- All staff are given the government guidance 'Keeping Children Safe in Education 2015' and have been given a copy of Part One of this guidance which they must read.
- Teachers are requested to read the **Teachers' standards** and in particular Part two of the Teachers' standards which points to duties that are relevant to combating extremism. For example, the standards say that teachers must:

Show tolerance of and respect for the rights of others

Not undermine fundamental British values

Ensure that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law

We also

- Insist that all visitors to the school sign in to the site office and are required to wear a visitor's badge.
- Newly appointed staff and volunteers have a robust induction into the child protection procedures when they join the school. They will be made aware of the Sheffield Children Safeguarding Partnership (SCSP) procedures as part of that induction Policy and they will be given a copy of the school Safeguarding Policy and the Professional Code of Conduct Agreement.
- A yearly audit on Safeguarding training is carried out and training actioned where necessary or sooner as required
- An annual Safeguarding Audit is also carried out and an action plan created to address identified areas of improvement.

Informing Head/Governing Body of newly acquired convictions

- Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the head teacher.
- Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. It is a requirement in statutory guidance (EYFS framework) for head teachers to inform staff working in the Early Years Foundation Stage that they are expected to disclose in these circumstances. The head teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Procedures to follow if children of staff become subject to CP plan

- Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the head teacher. The head teacher will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against Persons who work in a position of trust with children.

Staff and Governor Training

- Ensure all staff have induction training on safeguarding
- All staff have the basic training on safeguarding every three years.
- The Designated and Deputy Designated Safeguarding Lead have training every year at the Advanced level.
- Relevant members of staff undertake under 5s EYFS Safeguarding training.
- SLT renew their Safer Recruitment training every 5 years.
- A record of training for Safeguarding is kept and updated regularly.
- The designated and deputy safeguarding lead have undergone FCAF training.
- Governors access governor specific safeguarding training.
- At least one governor has attended the safer recruitment training.

Parents' Role in Safeguarding

We ensure that

- Parents have an understanding of the responsibility placed on the school and staff for child protection by ensuring that this policy is publicised to parents and is available upon request.

- This is covered on the school website in addition to foundation stage visits at the point of entry into school and in year admission meetings.

Record Keeping and Information Sharing

- Keep records of concerns about children, even where there is no need to refer the matter immediately. Use CPOMS to record incidents.
- Maintain confidentiality without compromising the safety of any pupil.
- Ensure all records are kept secure, separate from the main pupil file, and in locked locations.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensuring that, where a pupil has a child protection plan and who leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.
- Liaise with other agencies that support the pupil such as Children and Young Peoples Department (CYPD), Child and Adolescent Mental Health Services (CAMHS), MAST and the Educational Psychology service.

Making referrals

- Where a child is registered at school, consultation must take place with the Designated Safeguarding Lead who will be the most appropriate person to initiate any referral.
- A written record of concerns should be made using the schools CPOMS system. This should then be read by the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the Safeguarding Team or the child's existing social worker or a request for Early Help be made.
- As per statutory government guidance 'Keeping Children Safe in Education', anybody can make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so.
- If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the Safeguarding Team to discuss concerns.
- In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible. For referral to MAST WEST team phone 0114 2037485 or Social Care Safeguarding Hub 2734855

Thresholds for Intervention:

Early Support: Family Common Assessment Framework - FCAF Practitioners should complete a Common Assessment Framework (FCAF) when:

- The support of more than one additional agency is needed to meet the child or young person's needs.
- Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead, the child and parents. The school will need to obtain parental/pupil consent for an FCAF to be completed.
- The FCAF author may need to make a referral directly to other agencies, or request the support of MAST.

- Staff will follow the guidance of the SCSP Threshold Document - accessing the right help at the right time
- A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:
 - Child(ren) 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. If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Lead will discuss the issues Social Care.
- Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services. Some children in 'acute need' (see SCSP Threshold guidance) may require Child in Need Section 17 support. This could include children who self harm or disclose an intent to commit suicide (SSCB procedure 4U).
- Child Protection: S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm. 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 evidence '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. If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures and complete a 'Record of Concerns'

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: "I will keep our conversation confidential and agree with you what information I can share, unless you

tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

- 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, including children’s social care 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.
- When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

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 what was said

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- 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 people 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 or a ‘statement’.

For children with communication difficulties or who use alternative/augmented communication systems, staff 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.

GDPR

GDPR and the Data Protection Act 2018 do not prevent or limit the sharing of information for the purposes of keeping children safe.

The information used for safeguarding is considered to be of a special category of personal data where consent to share is not needed so it can be shared legally without consent if it keeps a child safe from neglect/physical/emotional/sexual abuse

Storage of CP Files

- Safeguarding information and files are kept in a locked cabinet. Relevant staff know where this is.
- Safeguarding concerns are recorded on CPOMS with confidential access for key holders only (DSL and Deputy)

Attendance at Child Protection Conferences

- The Designated Safeguarding Lead or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report.
- A suggested template for this report is available on Sheffield Safeguarding site. Parents should be informed of what is in the report, as there should be no surprises about the information shared at 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 and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

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
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- 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 or student even when the pupil/student is over the age of consent but under 18 years of age.
- Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy.
- If it is necessary to use physical action to prevent a child from hurting themselves or others parents will be informed.
- Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

APPENDIX 1

General Definition of abuse:

- An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).
- Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (Person posing a risk to Children).

Identifying cases of female genital mutilation (FGM) and Forced Marriage

- Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy.

In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, Childline services, Forced Marriage Unit
- Awareness raising about FGM is incorporated in the school's safeguarding training.
- If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised: to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. Staff will not to consult or discuss with the pupil's parents or family, or others within the community.

Appendix 2

Thresholds for Intervention

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- Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead, the child and parents. The school will need to obtain parental/pupil consent for an FCAF to be completed.
- The FCAF author may need to make a referral directly to other agencies, or request the support of MAST.
- Staff will follow the guidance of the SCSP Threshold Document -accessing the right help at the right time
- A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a FCAF, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:
- Child(ren) 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. If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Lead will discuss the issues with Social Care.
- Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services. Some children in 'acute need' (see SCSP Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).
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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. If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures and complete the relevant form/s

Appendix 2 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 what was said.

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- 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 people 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 or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems

- staff 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.

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
- Never give out personal mobile phone numbers or private e-mail addresses

Sheffield Multi-Agency Confirmation Form to Sheffield Safeguarding Hub (MACF)
 Organisation /Agency

.....

DETAILS OF CHILD AND FAMILY			
FORENAME		SURNAME	
E		E	Male / Female
ADDRESS			
DOB		Education Provider	
LANGUAGE	Any requirement for interpreters to speak to child or family members?		
E			
MOTHER		DOB	
ADDRESS			
FATHER		DOB	
ADDRESS			
SIBLINGS			
Other household members.		Telephone numbers for family (please state name and relationship to child)	
Who is the main care giver?		Who accompanied child when seen?	
DETAILS OF CONCERNS AND ACTIONS TAKEN including if CIN/risk of significant harm			
WHAT IS THE IMPACT ON THE CHILD? E.g. consider child's overall health and development, impact on other children in the household, is the child at risk of harm, what would happen if the referral is not accepted?			

Do you have concerns about-	CSE <input type="checkbox"/> FGM <input type="checkbox"/> Sexually harmful behaviour <input type="checkbox"/>		
	Peer on peer abuse <input type="checkbox"/> Extremism/ Radicalisation <input type="checkbox"/>		
HAS A DOMESTIC ABUSE DASH RISK ASSESSMENT BEEN COMPLETED Y / N / NK			
HAS AN FCAF BEEN COMPLETED Y / N / NK			
ALLEGED SOURCE OF HARM			
NAME		DOB	
ADDRESS			
RELATIONSHIP TO CHILD			
Are they still in contact with the child & if so how?			
Is the alleged source of harm aware of the referral?		Y / N / NK	
Is there a potential risk to others and if so who, and what actions have been taken?			
OUTCOME OF DISCUSSION			
Children's Social Care referral (& which LA if not Sheffield)	Y / N	Name spoken to	
Reference number		Contact number	
Parents/carers aware	Y / N	If no why not?	
Date and time of referral		Other services involved?	
Police referral	Y / N	Name and contact details.	
Date and time		Reference number	
Reasons for referral			
Any other actions i.e, referral to MAST, CYT or No further action			Has consent been given?
REFERRER'S DETAILS			

NAME & CONTACT DETAILS	
JOB TITLE	
DEPARTMENT	
DATE & TIME	
E-SIGNATURE (if possible)	

The completed form should be sent by secure e-mail within 24 hours to the SSH at C&FScreeningTeam@sheffield.gcsx.gov.uk and a copy placed in the clients' records. A copy may also be sent to your safeguarding lead if required.

Referral form to MAST/CILS

The Practitioner and Family have worked together and now feel that a Multi-Agency discussion via an Early Help Gateway Meeting will help to identify further specific support that can offered.

Information Sharing and Consent:

As the person helping you to complete this form has explained, we want to be able to provide services to you and your family. To do this efficiently, we will need to share some of the personal information you have supplied with services already working with you or that you may benefit from. Please agree to this by signing below.

I agree to the sharing of information between the relevant agencies and all family members including young people as appropriate. I understand that the information gathered regarding my family is recorded and will be securely stored and used for the purpose of providing services to my family and may also be used for monitoring and auditing.

Name Signature Date

Is there anyone you do NOT want us to share information with?.....

Family Details

(Please include all family member details and as much information as possible to enable quick access to support)

Is this a Self-Referral? Tick box to confirm

Surname, Forename/s	DoB	M/F	Relationship to Child 1
			N/A Child 1

Addresses Details

Address	
People with parental responsibility	

Contact details	
Significant others living or visiting the family home	

Details of Practitioner completing this form.

Name and Role	
Organisation and address	
Contact number/s	
Email Address	
Signature	

Details of all known agencies/professional involved and any referrals made

Organisation	Named Professional	Job Role	Contact Details

Referral information

Please tick primary area of concern/s or emerging needs			
Accommodation <input type="checkbox"/>	<input type="checkbox"/>	Family/Home <input type="checkbox"/>	Education/skills
Financial/ Employment <input type="checkbox"/>	<input type="checkbox"/>	Criminal/Anti- social <input type="checkbox"/>	Health
What support has already happened and how did this go?			

Parents/Carer views on the current situation	
How are things going?	1 2 3 4 5 6 7 8 9 10
	☹ ☹ ☹ ☺ ☺ ☺ ☺ ☺ ☺ ☺
Comments (including child/young person's view if available)	

Summary and suggested support required /what does this mean for the child/ren and family?
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Provide details of any known risk factors or additional family needs (e.g. home, environment, people, pets, language)
--

Key area of support requested

Support to learn Health and Well-being Parenting
 Life Skills Family and relationships

Any additional comments:

Please send the completed form to your Area Multi Agency Support Team by secure email or fax

Early Help Assessment Part One v1 March 2017

The Early Help assessment part 1 has been designed to help identify and document low level or emerging needs and to allow practitioners to consider accessing Multi Agency Early Help Gateway meetings/ other services.

**Details of all known agencies/professional involved and any referrals made**

Organisation	Named Professional	Job Role	Contact Details

Referral information

Please tick primary area of concern/s or emerging needs

Accommodation Family/Home Education/skills
 Financial/ Employment Criminal/Anti- social Health **What support**

has already happened and how did this go?

Parents /Carer views on the current situation

How are things going?

1 2 3 4 5 6 7 8 9 10
 ☹️ ☹️ ☹️ 😐 😐 😊 😊 😊 😊 😊

Comments (including child/young person's view if available)

Summary and suggested support required /what does this mean for the child/ren and family?

Provide details of any known risk factors or additional family needs (e.g. home, environment, people, pets, language)

Key area of support requested

Support to learn Health and Well-being Parenting discussion only
Life Skills Family and
relationships **Any additional comments:**

Please send the completed form to your Area Multi Agency Support Team by secure email or fax

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This policy should be read in conjunction with the Sheffield Children Safeguarding Partnership's policies and Procedures which have been adopted by the school.

The policy will be reviewed annually or before if appropriate
September 2020