

# SHILLINGTON LOWER SCHOOL

## CHILD PROTECTION (SAFEGUARDING CHILDREN) POLICY

### Rationale

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

### Aims

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk, and are listened to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the PSHE curriculum and school values programme for children to develop the skills they need to recognise and stay safe from abuse.

### Definition

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

### Ethos

Our school promotes an ethos where our pupils feel secure, are encouraged to talk and are listened to.

All adults are expected to model behaviour both in and outside of school that never brings into question their suitability to work with children or harm the reputation of the school or council. Should any incidents occur that may do this, it is the employees duty and responsibility to bring it to the attention of their line manager at the soonest opportunity in line with Central Bedfordshire Council's Code of Conduct for Employees.

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth or view the world in a positive way. For such children school may be one of the few stable, secure and predictable components in their life. Other children may be vulnerable because they have a disability or they are in care. We seek to provide all our children with the necessary support to keep them safe and build their self-esteem and self-confidence.

We want children at our school to feel able to talk freely to any member of staff or regular visitor if they are worried or concerned about something.

All staff and volunteers will, through induction and training, know how to recognise concerns about a child and know how to manage a disclosure made by a child.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to, what will happen next.

Shillington Lower School will endeavour to provide activities and opportunities in the PSHE curriculum that will equip our children with the skills they need to stay safe. This Child Protection (Safeguarding Children) Policy

will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care (Children and Families within the Children and Learning Department).

## **Training**

Working Together to Safeguard Children 2015 states that those 'in regular contact with children and young people or with adults who are parents and carers' should have access to basic safeguarding children training.

At Shillington Lower we ensure that all staff members undergo safeguarding and child protection training at induction in line with advice from the LSCB. In addition all staff members receive annual safeguarding and child protection training and regular updates via email, staff briefing and staff meetings as required, to provide them with relevant skills and knowledge to safeguard children effectively.

Those staff who have 'particular responsibilities'<sup>1</sup> with regard to safeguarding children will attend more comprehensive Level 1 training, and further Level 2 training provided by the Local Safeguarding Children Board (LSCB)

*1 Working Together to Safeguard Children 2015 e.g. Designated Senior Member of Staff for Child Protection*

## **Procedures**

### Managing Child Protection concerns

All staff should be signposted to, have read and understood all linked policies.

All staff should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Other possible forms of abuse include:

- Child Sexual Exploitation (CSE)
- Forced Marriage (FM)
- Female Genital Mutilation (FGM)
- Radicalisation
- Fabricated and Induced Illness
- Peer on peer e.g. sexting

See 'Keeping Children Safe in Education 2016' (pg 12/13) for a more comprehensive list.

### **The principles and procedures outlined within this policy hold true for Shillington Lower's response to the 'Prevent Duty' (DfE June 2015).**

We will ensure that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a 'child in need' of additional support/services (under section 17 of the *Children Act 1989*), we either provide that support or refer the child to other agencies via Central Bedfordshire 'Access Hub' (the 'Access Hub' being one contact number for all concerns in Central Bedfordshire e.g. Early Help, Child Protection). In completing an EHA (Early Help Assessment) or BIC 100 form, the Designated Senior Person will engage with families and ensure that parents/carers and young people are fully involved when a 'child in need' referral is made.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible **significant harm** – see Appendix A for details.

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations (see Record keeping).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

#### Ensuring a safe environment

We will ensure that:

- The buildings and site are secure and that visitors to the school are properly checked and supervised
- The Single Central Record is accurate and kept up to date
- All employees and volunteers have appropriate clearances and checks
- We follow safer recruitment procedures (Central Beds Personnel handbook)
- Adults involved in the provision to children of extended services and school activities outside normal school hours are subjected to the same level of vetting and/or security arrangements as other staff and volunteers
- The school's Acceptable Use and e-safety Policies in relation to the use of technology in school are reflected in practice and regularly reviewed.

#### Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Central Bedfordshire Children, Families & Learning
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record keeping)
- Pass information to the Designated Senior Person without delay.

If a child discloses that he or she has been abused in some way to a volunteer they should inform the nearest member of staff immediately.

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

#### *Emergencies*

Generally, all safeguarding issues will be dealt with by the school's designated member of staff. However, safeguarding is everyone's responsibility and a situation could arise where:

- A child/young person is believed to be at risk of suffering significant **harm** and
- The designated member of staff is unavailable **and**
- The situation is so **urgent** that **immediate** action is required.

Such instances are likely to occur infrequently, but if they do then staff should follow the procedures in the Emergency Toolkit in Annex C.

#### Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Families & Learning and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

#### Record keeping

When a child has made a disclosure, the member of staff should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child on the school's proforma (see Annex B)
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- Record the time and date of all conversations with parents or other agency workers
- The pupil's main file will indicate the existence of a separate safeguarding/child protection file.

All records must be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated person/s for Child Protection is responsible for making arrangements to ensure that a copy of a pupil's safeguarding/child protection file is securely transferred in a timely fashion to the designated person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record.

#### Allegations involving school staff/volunteers

We will ensure that all staff and governors have been made aware of Central Bedfordshire's Safer Working Practice for the protection of children and staff in Educational Settings' document and work to the guidance contained therein.

Whenever it is alleged that a member of staff/volunteer has:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child or behaved toward a child in a way which indicates s/he is unsuitable to work with children, the person receiving the allegation must take it seriously and immediately inform the Head Teacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head Teacher. They should also make a written record using the school's proforma (see Annex B) of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Head Teacher.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. In the absence of the Chair of Governors, the Vice Chair should be contacted. Names of people holding these positions are detailed at end of this policy. Contact details are available from the school office.

The Head Teacher (or Chair of Governors in the case of an allegation against the Head Teacher) will not investigate the allegation, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children, Families & Learning in consultation with the Local Authority Designated Officer.

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher/Chair of Governors must immediately make a referral so that the allegation can be investigated in accordance with Bedfordshire Local Safeguarding Children Board child protection procedures.

If it is decided that it is not necessary to refer to Children, Families & Learning, the Head Teacher/Chair and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Head Teacher/Chair should, as soon as possible, following briefing from the Local Authority Designated Officer, inform the subject of the allegation.

#### Referrals

The Designated Senior Person will decide whether a concern should be referred to the local authority. It is not always appropriate to discuss concerns about a child's welfare with the parents/carers in child protection matters. An inappropriate disclosure to them could actually place a child at increased risk of significant harm or undermine a potential police or social care investigation. Therefore the advice of Central Bedfordshire's 'Access Hub' will be sought on what information may give to the parents/carers and at what stage (see Annex C for contact points).

Section 46 of the *Children Act 1989* empowers a police officer who has reasonable cause to believe that a child would otherwise be likely to suffer significant harm, to either remove the child to suitable accommodation or to take such steps as are reasonable to ensure that the child's removal from any place in which s/he is being accommodated is prevented. Therefore, if there is a situation, for example, whereby it is felt it would be unsafe to release a child to return home at the end of a school day and there has been insufficient time for Children's Social Care to instigate the processes to legally prevent this from happening, the Police Service should be involved.

#### Child Protection Conferences and Core Groups

Members of staff may be asked to attend a child protection conference and/or relevant core group meetings, on behalf of the school, in respect of individual children.

The person attending from school will often be the Designated Senior Person (Head teacher) or Deputy Designated Senior Person, however another member of staff may be asked to attend depending on their role or involvement with the child. The person attending will need to have as much relevant up to date information about the child as possible.

A child protection conference will be convened if it is considered the child/ren are suffering or at risk of suffering significant harm. Review conferences and regular core group meetings will be held to monitor the child protection plan.

All reports for a child protection conference will be prepared in advance of the meeting. The information contained in the report can be shared prior to or at the conference and will include information relating to the child's physical, emotional and intellectual development.

Child protection conferences can be upsetting for parents/carers and we recognise that school staff are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with all parents and carers. Our responsibility is to safeguard and promote the welfare of all children and our aim is to achieve this in partnership with our parents.

#### Prevent Duty – Channel Panel

With regard to the Prevent Duty (DfE 2015), concerns should be recorded as with all safeguarding cases. Notice, check, share are the key principles for Prevent. Any significant concerns should be reported to the DSP and police involvement sought via 999 or 101. Support may then come from within the community or may be referred to a multi-agency panel; Channel Panel.

#### Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow Local Authority procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

### **Roles and Responsibilities**

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students, pupils and volunteers and visitors working in the school.

We will ensure that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.

We adopt safer recruitment practices to check the suitability of both staff (Central Bedfordshire and Luton HR guidance) and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.

The names of the current Designated Senior Person, Deputy and Designated Governor are listed on page 8 of this policy.

#### Designated Senior Person

It is the role of the Designated Senior Person (DSP) for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training annually
- Ensure that newly appointed staff receive a child protection induction
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection

- Ensure that the school operates within the legislative framework and recommended guidance and implements this policy.
- Ensure that all staff and volunteers are aware of the Bedfordshire Local Safeguarding Children Board child protection procedures
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns
- Liaise with local government social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' and that these records are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Central Bedfordshire Children, Families & Learning of the absence of a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support
- Support pupils who have suffered abuse or are otherwise vulnerable in accordance with their agreed child protection plan
- Notifying the Fostering Duty Desk when children come to our attention as being cared for 'in private fostering arrangements' in accordance with LSCB *Inter agency Safeguarding Policy on Private Fostering* (2007). (See annex E for definition of 'private fostering').  
<http://www.bedfordshirelscb.org.uk/lscb-website/professionals/private-fostering-1>

#### Governing Board

The Governing Board has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in Shillington Lower School.

In particular the Governing Board must ensure:

- Child protection policy and procedures are in place
- Safe recruitment procedures are in place
- A DSP who is a senior member of the school is appointed
- Relevant child protection training is attended by school staff/volunteers
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Board (the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- The Designated Governor makes an annual report to Governing Board, and undertake an, at least annually, Safeguarding Healthcheck, and meet with DSP at least annually or as required.

## **Monitoring and Evaluation**

This policy will be reviewed in full by the Governing Board on an annual basis.

The DSP will report termly to the governing board with regards to safeguarding via the Head teacher's report.

The Designated Governor for Safeguarding and child protection has regular meetings with the DSP in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.

## **Links to Other Policies**

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the:

- Safer Recruitment procedures
- Promoting Positive Behaviour Policy
- e-safeguarding/ICT Acceptable Use policies
- Visitors & Volunteers Policy
- Health & Safety Policy
- Whistle Blowing Policy/Confidential Reporting
- Complaints Policy
- Lettings Policy
- School Prospectus
- Educational Visits

## **Designated Senior Person, Deputy and Designated Governor**

The Designated Senior Person (DSP) for Child Protection/Safeguarding in Shillington Lower School is the Head Teacher. In the absence/unavailability the Deputy Head will act in her place.

The Designated Governor for Child Protection/Safeguarding is Katie Brettell.

The Head Teacher is Juliet Parker

The Designated Senior Teachers is the Deputy Head, Kerry Young

The Chair of Governors is Rev Richard Winslade

## **References:**

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

Keeping Children Safe in Education (September 2016)

DfE guidance "Prevent Duty" (June 2015)

DfE "Inspecting safeguarding in early years education and schools" (June 2015)

*The Children Act 1989*

*The Children Act 2004 Education Act (2002)*, section 175

DfES guidance "Safeguarding Children and Safer Recruitment in Education" (2006)

Central Bedfordshire "Safer Working Practices" document

See also Annex F for a full list of references

## **ANNEX A: INDICATORS OF POSSIBLE SIGNIFICANT HARM**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

### **Possible Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### **Possible Signs of Emotional Abuse**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

### **Possible Signs Of Sexual Abuse**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE

- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

#### **Possible Signs of Neglect**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

**In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**

**ANNEX B**

<b><u>Concerns Sheet</u></b>	
<b><u>Date, time and place of incident:</u></b>	
<b><u>Name and age/year group of child/ren concerned:</u></b>	
<p><b><u>Concern:</u></b> Describe as factually as possible. Include, specific times, exactly what was seen/said, details of those involved (including witnesses) and any behavioural or physical signs (draw a diagram to indicate the position of any bruising or other injury)</p>	
<b><u>Action taken</u></b>	
<b><u>Name of person recording concern:</u></b>	
<b><u>Signature:</u></b>	<b><u>Date:</u></b>
<b><u>Name of person to whom this concern is being reported/referred:</u></b>	
<b><u>Signature:</u></b>	<b><u>Date Received:</u></b>

## **ANNEX C: EMERGENCY TOOLKIT AND CONTACT POINTS**

Generally, all safeguarding issues will be dealt with by the school's designated member of staff. However, safeguarding is everyone's responsibility and a situation could arise where:

- A child/young person is believed to be at risk of suffering significant **harm** and
- The designated member of staff is unavailable **and**
- The situation is so **urgent** that **immediate** action is required.

Although such an instances are likely to occur infrequently staff will still need to know what action to take, if one does. The information below may assist in managing such an event and should be read in conjunction with this Safeguarding Policy.

### **Notify Head Teacher**

Bring the matter to the attention of the Head Teacher or, in their absence, another senior member of staff, unless to do so would cause an unacceptable delay in initiating safeguarding procedures.

### **Referral to Children's Social Care**

All **new** child protection, child welfare and safeguarding concerns must be reported directly to the Intake & Assessment Team via the "Access Hub" 0300 300 8585 as a first point of contact.

They can also offer consultation and advice about these matters if you are not yet sure a referral should be made.

If the **new** referral relates to a child with a disability it should be reported to the specialist Children with Disability Duty team.

Any information about children already known as open cases to Children's Social Care should be referred to the known case accountable worker and team. If in doubt contact the Intake & Assessment Team via the Access Hub and they can check the system on your behalf.

### **Local Authority Designated Officer (LADO)**

Concerns about incidents relating to members of staff and potential child-related offences should be reported directly to the LADO.

### **Contact Points**

#### **Central Bedfordshire "Access Hub"**

**0300 300 8585 (office hours)      0300 300 8123 (out of hours)**

#### **Intake & Assessment Team**

(Office hours: Mon-Thurs 8:45 – 5:20; Fri 8:45 – 4:20)

**0300 300 8149**

#### **Children with Disability Duty**

**0300 300 8169**

#### **Local Authority Designated Officer**

**0300 300 4833**

#### **Out of hours for all children's social care teams**

**0300 300 8123**

#### **Other useful numbers**

Children with Disabilities 0300 300 8169

Head Teacher Looked After Children Virtual School 0300 300 4795

## **ANNEX D: ESCALATION PROCEDURE FOR PROFESSIONAL DISAGREEMENTS**

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns* (2010) is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you disagree with a decision:

- Articulate your views
- Ensure that the fact that you do disagree with a decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved
- Ask for the other professional to provide written confirmation of their decision and their reasons for it
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer any new information/concerns which come to light. These may tip the balance in favour of intervention
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

### **Stages for escalating a concern within the Children's Social Care Structure**

1. Constructively challenge/discuss your concern with the person making/communicating the decision.
2. If you are still dissatisfied, take your concern to the:
  - i. Team Manager. If still dissatisfied, take next to
  - ii. Marc Kahn – Central Bedfordshire Children's Safeguarding Board Manager  
Internal: 0300 300 6426 Email: marc.kahn@centralbedfordshire.gov.uk

The usual protocol is that these discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

## **ANNEX E: DEFINITION OF PRIVATE FOSTERING**

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

### **Exemptions**

These are covered in Schedule 8 of the *Children Act 1989* but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

Taken from LSCB *Inter agency Safeguarding Policy on Private Fostering* (2007)  
[http://www.bedfordshirelscb.org.uk/pro\\_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf](http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf)

## **ANNEX F: SOURCES OF REFERENCES FOR SAFEGUARDING**

(all accessed November 2016)

**Working Together to Safeguard Children (2015) – includes safe recruitment**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

**Keeping Children Safe in Education (September 2016)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Inspecting safeguarding in early years education and schools from (Aug 2016)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/547327/Inspecting\\_safeguarding\\_in\\_early\\_years\\_education\\_and\\_skills\\_settings.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547327/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf)

**Central Bedfordshire Council Ethical Handbook**

<http://centralbeds.moderngov.co.uk/ecSDDisplay.aspx?ID=4607&RPID=12420399&sch=doc&cat=12871&path=12871>

**Inter-agency policies, procedures, protocols and guidance for Central Bedfordshire Safeguarding Children Board.**

<http://bedfordscb.proceduresonline.com/index.htm>

**Children Missing Education Procedures (2016)**

<http://www.centralbedfordshire.gov.uk/school/pupil-support/attendance/missing-education.aspx>

**Children Missing from Education (2016)**

<https://www.gov.uk/government/publications/children-missing-education>

**e-Safeguarding: Creating Working procedures in Schools (2009)** (Available via the Learning Platform) & [http://www.northerngrid.org/nen/esg\\_audit/](http://www.northerngrid.org/nen/esg_audit/)

**LSCB Inter agency Safeguarding Policy on Private Fostering (2007)**

[http://bedfordscb.proceduresonline.com/chapters/p\\_safeg\\_policy\\_fost.html](http://bedfordscb.proceduresonline.com/chapters/p_safeg_policy_fost.html)

**Assessment and Threshold Guidance LSCB Procedures for Managing Allegations and Concerns Regarding Staff, Carers and Volunteers Working with Children and Young People (2016)**

<http://www.centralbedfordshirelscb.org.uk/lscb-website/professionals/the-importance-of-thresholds>

**LSCB Safeguarding Inter-Agency Procedures (2015)**

<http://bedfordscb.proceduresonline.com/index.htm>

**Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns. (2014)**

[http://bedfordscb.proceduresonline.com/chapters/p\\_reolution\\_disagree.html](http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html)

**Use of Force Guidance (DFE 2013)**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>