



# **Mersey Drive Community Primary School Child Protection & Safeguarding Policy**

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## Introduction

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, race, culture, sexuality or disability. 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. We work to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Teaching personal, social and health education and citizenship, as part of the National Curriculum 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.

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by:

- Education Act 2002
- Children Act 2004
- Safeguarding Children and Safer Recruitment in Education 2007
- Working together to safeguard children 2013
- Safer Working Guidance DfE 2014
- Keeping Children Safe in Education 2015
- The Prevent Duty Advice June 2015
- The school will also follow the procedures set out by Bury Safeguarding Children Board (BSCB).

This policy applies to all staff, governors and volunteers working in the school. All policies are subject to ongoing evaluation and full annual reviews.

All policies are made available and explained to parents as part of the enrolment procedure and are available for inspection and reference at all times. A copy of this Child Protection and Safeguarding Policy is on the school's website.

## Staff Roles and Responsibilities

We understand that the school should provide a stable and secure element in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children, staff are well placed to observe children and spot potential indicators of abuse.

- **The Head Teacher (A Ridley)** is the designated senior person for Child Protection and Safeguarding within the school. The deputy designated person is the deputy head teacher **Mrs N Jayson**
- The nominated governor responsible for Child Protection is **Ms M. Whitby** and **the governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- **All members of staff** understand their responsibility to be alert to the signs and symptoms of abuse and their responsibility for the immediate referral of any concerns to the designated senior person responsible for child protection.
- **All members of staff** will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- **All members of staff** will implement the school's Health and Safety policies in order to maintain a safe and secure setting.
- **All members of staff** will ensure that children know that there are adults in the school whom they can approach if they are distressed or worried.

- **All members of staff** will promote anti-discriminatory and anti-oppressive practice in line with school policy by providing positive role models, promoting diversity and by acknowledging and respecting the individual needs of the child.

**All members of staff** will be made aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy.

### **Raising Awareness of Child Protection Issues**

#### **Training**

- **All staff, governors and regular volunteers** are given a copy of this Child Protection and Safeguard Policy and the implications on their role are fully explained.
- **All members of staff** are made aware of the main forms of abuse and their symptoms, as outlined in "Recognition and Referral Handbook" (BSCB)
- **All members of staff** are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school's procedures for dealing with such incidents.
- **All staff members of staff** are made aware of Bury (BSCB) procedures and where to locate them.
- **The Head Teacher** is responsible for ensuring that appropriate ongoing training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- **The Head Teacher** is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

The school is committed to raising awareness of child protection and to equipping children with the skills needed to keep them safe. It aims to do this by:

- Ensuring staff have access to appropriate training and resources.
- Including opportunities in the PSHE curriculum that will help children to develop skills they need to recognise and stay safe from abuse.
- Teaching children about E Safety.
- Utilising the Social and Emotional Aspects of Learning (SEAL) curriculum resources to develop pupils' ability to understand, express and cope with emotions.

#### **Record keeping**

**8.1** All child protection and welfare concerns will be recorded and kept in line with the Bury Local Safeguarding Children Board guidance ***Keeping Children Safe in Education*** September 2016

**8.2** We will continue to support any pupilleaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

#### **Safer Recruitment**

Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*.

At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

The head teacher and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

### Safe Caring

**All members of staff** are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in *Safer Working Guidance DfE 2014 and Keeping Children Safe Document 2015*.

- Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.
- **Members of staff** will never carry out a personal task for a child that they can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so.
- Unless a child has a specific need staff should not accompany children into the toilet.
- **All members of staff** will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- **Members of staff** are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.
- If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the designated safeguarding lead and must be recorded on the SMART system.

### Recognising Child Abuse

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases. Safeguarding is not just about protecting children from deliberate harm, for our school it also includes such things as: pupil safety, bullying, racist abuse and harassment, homophobic behavior, educational visits, intimate care, children missing education and internet safety.

For the purpose of this policy abuse is defined under 4 categories:

- **Physical Abuse** – this can involve hitting, shaking, throwing, poisoning, kicking, scalding, burning, drowning and suffocating. It can also occur when a parent or carer deliberately causes the ill health of a child to seek attention through fabricated or induced illness.
- **Emotional Abuse** – this is where a child's need for love, security, recognition and praise is not met. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting or undermining towards a child or other family members.
- **Sexual Abuse** – this involves forcing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative or viewing pornographic material including the use of the internet.
- **Neglect** – this is the persistent failure to meet a child's basic physical and/or psychological needs

which can significantly harm their health and development.

More detailed information is provided in BSCB “Recognition and Referral Handbook” 2014

- **All members of staff** are aware of the signs and symptoms of abuse.
- **All members of staff** are aware that a child may display a range of symptoms and that these may have other causes.
- **All members of staff** will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
- Unless the initial concerns are related to sexual abuse or fabricated illness they will always be discussed with parents / carers and their explanations / comments will be noted.

Further information can be found in the DfE document *What to do if you're worried a child is being abused? 2015*.

### **Dealing with Suspected Abuse / Allegations of Abuse**

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the designated safeguarding lead immediately to ensure that initial inquiries and records comply with (BSCB) procedures.

- **All members of staff** must report any concerns to their line manager or designated safeguarding lead.
- Initial concerns should be discussed with parents / carers by the designated person or member of the SLT, unless they are related to sexual abuse or fabricated illness.
- Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- Written information is kept by the **Head Teacher** who is the designated officer and kept in her office.
- **All members of staff** will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- **The designated safeguarding lead** will ensure that all records are kept securely, separate from the main children's records.
- **All members of staff** will ensure that all suspicions and allegations are treated sensitively and confidentially.
- Any child involved in alleged incidents will be comforted and reassured.

In incidents where a child makes an allegation or a disclosure the member of staff concerned **will**:

- Remain calm.
- Listen carefully to all the child has to say.
- Ensure the child is safe, comfortable and not left alone.
- Reassure the child that they are not to blame.
- not make any observable judgement
- Not ask leading questions that put words into the child's mouth.
- Not make promises that cannot be kept e.g. promising not to tell anybody else

### **Dealing With Allegations Against Staff**

Any allegation made against any member of school staff will be fully investigated.

- If an allegation is made against a member of staff the Head Teacher / Deputy Head Teacher will immediately follow BCSB guidelines and those set out in the Whistle Blowing policy.
- If the allegation is against the Head Teacher the Chair of Governors will be notified and he will follow the above procedures.
- The local Authority Designated Officer will be contacted for further advice

### **Referring Allegations to Child Protection Agencies**

- If the **designated safeguarding lead** has reasonable grounds to believe that a child has been, or is in

grave danger of being, subject to abuse, the following procedure will be implemented, in line with (BSCB) procedures.

- Contact will be made, at the earliest opportunity, with the local social services department.
- The **designated safeguarding lead** will communicate as much information about the allegation and related incidents as is consistent with advice from the social services and the police.
- At all times the safety, protection and interests of the children concerned will take precedence. The school will work with and support parents / carers as far as they are legally able.
- **All members of staff** will assist the social services and the police, as far as they are able, during any investigation of abuse. This will include disclosing written and verbal information and evidence and may require attendance at case conferences.

### **Supporting Victims / Witnesses of Abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support the pupil, in accordance with any agreed child protection plan, through:

- The content of the curriculum
- The school mission statement which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- Establishing effective relationships, and liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- Notifying social services if there is an unexplained absence of more than two days for any pupil who is on the child protection register.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- Recognising that children come from multi-cultural backgrounds and developing policies that ensure we embrace:
  - Diversity in religion and faith
  - Diversity of race
  - Diversity of ethnicity
  - Diversity of gender and sexual orientation
  - The disability equality duty

This policy is to be used in conjunction with the Bury Safeguarding Procedures for Schools (2014) which outlines procedures and meetings for TAF, CIN (Children in Need) and Child Protection.

### **Additional Information and Guidance**

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the laws of England. Mersey Drive Community School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

#### **Forced Marriage**

Mersey Drive School does not support the idea of forcing someone to marry without their consent.

#### **Underage marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

### **Genital Mutilation/Female Circumcision**

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Mersey Drive Community School we will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Children Missing Education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Mersey Drive School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education we will liaise with the appropriate agency including our Attendance Office to effectively manage the risks and to prevent abuse from taking place.

### **Sexually Active under Eighteen years old**

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Mersey Drive School we will ensure our policy for managing this issue links to the available protocol.

### **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however, require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (*Safeguarding Children, DCSF, July 2009*).

Mersey Drive School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

### **Honour Based Violence**

Honour based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Mersey Drive Community Primary school will report these concerns to the appropriate agency in order to prevent this form

of abuse taking place.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Mersey Drive School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

### **Domestic Abuse**

The Government defines domestic abuse as **“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality.”**

Staff need to understand what is required to them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People’s Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Mersey Drive Community primary school we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

For more than 28 days and where the care is intended to continue. It is a statutory duty for us at Mersey Drive Community School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

### **Child Exploitation and E-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Mersey Drive Community primary school will ensure we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E Safety Policy.

We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E Safety Policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

### **Fabricated Illness**

A rare form of child abuse which may include parents/carers fabricating signs and symptoms of illness/falsifying medical records, letters or documents or inducing illness. Signs can include:-

- Frequent and unexplained absences from school/PE lessons
- Regular medical appointments/visits for second opinions
- Repeated claims that a child is unwell but is vague with symptoms and/or symptoms not recognised by

the teacher/support staff

## **Anti-Radicalisation and Extremism (The Prevent Duty)**

At Mersey Drive School we recognise our duty to have “due regard to the need to prevent people from being drawn into terrorism”. This is our duty under Section 26 of the Counter-Terrorism and Security Act 2015 and the statutory guidance in The Prevent Duty DfE document June 2015.

*Radicalisation* – refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

*Extremism* – is defined by HM Government as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **Staff Training**

The designated Safeguarding lead will undertake Prevent Awareness training and will be able to provide advice and support to members of staff on protecting children from the risk of radicalisation.

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Bury Safeguarding Children Board and Local Authority.*

### **SITE SECURITY**

**All staff members** have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors’ log and to display a visitor’s badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

### **LINKED POLICES AND PROCEDURES**

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol Education Policy
- E-safety Policy
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- PSHEe Policy
- Pupil Images Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk)
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy
- Work Experience Handbook

## APPENDIX A

### The role of the Designated Safeguarding Leaders

#### **1** **MANAGING REFERRALS**

**1.1** Refer all cases of suspected abuse to Bury Children's Social Care and to the Police if a crime may have been committed.

**1.2** Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

**1.3** Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

**1 . 4** Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

#### **2** **RECORD KEEPING**

**2.1** Keep written records of child protection and welfare concerns in line Bury Local Safeguarding Board guidance [Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and College January 2014](#).

**2.2** Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

**2.3** Maintain a chronology of significant incidents for each child with safeguarding concerns.

**2.4** Ensure such records are kept confidentially and securely and separate from the child's educational record.

**2.5** When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.

### **3 INTER-AGENCY WORKING AND INFORMATION SHARING**

**3.1** Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

**3.2** Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

**3.3** Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

### **4 TRAINING**

**4.1** Undertake appropriate training, **updated every two years**, in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention,
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

**4.2** Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

**4.3** Organise whole-school child protection training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.

**4.4** Link with Bury Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

**4.5** Ensure the school allocates time and resources every year for relevant staff members to attend training.

**4.6** Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

**4.7** Maintain accurate records of staff induction and training.

### **5 AWARENESS RAISING**

**5.1** Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them

**5.2** Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.

5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

## **6 QUALITY ASSURANCE**

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Bury Safeguarding Children Board.

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

## **APPENDIX B**

### **Child Protection and Safeguarding Procedure**

#### **1 DEFINITIONS**

1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

1.2 **Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)](#) as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

#### **2 CATEGORIES OF ABUSE**

**2.1 Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**2.2 Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

**2.3 Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**2.4 Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

### **3 SPECIFIC SAFEGUARDING ISSUES**

**3.1** School staff members need to be aware of specific safeguarding issues and be alert to any risks. This includes specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

**3.2** The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse

- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

### **3.3 Further information on Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour.. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

[http://pansussexcscb.proceduresonline.com/chapters/p\\_sex\\_exploit.html](http://pansussexcscb.proceduresonline.com/chapters/p_sex_exploit.html)

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

### **3.4 Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually

may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below.

The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference;

'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

### **3.5 Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

#### **Channel Training**

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children , young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Prevent is the national strategy for preventing vulnerable people from being radicalised into violent extremism:

The national Prevent describes partner's (including schools) role in the Prevent agenda:

Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.

### **Indicators of terrorist activity**

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### **3.6 Self-harm and suicidal behaviour**

Definition - Self harm, self mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

## **4 RECOGNITION – WHAT TO LOOK FOR**

**4.1** Staff members should refer to the detailed information about the categories of abuse and risk indicators

**4.2** In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

**4.3** In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

**4.4** Serious case reviews have found that parental substance misuse, domestic abuse and mental

health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

## **5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

**5.1** At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

### **5.2 Safeguarding allegations**

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

### **5.3 Examples of safeguarding issues against a pupil could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### **5.4 Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

## **5.5 What to do**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact DAT to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<p>1. Discuss your concerns with the DSL <b>Angela Ridley</b> or in their absence, with the Deputy DSL (<b>Natalie Jayson</b>) as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.</p> <p>2. Complete the <b>child protection incident/cause for concern form</b> and pass it to the DSL.</p> <p>3. If the DSL or their deputy is not available, you should contact the Advice and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.</p>
Designated safeguarding lead	<p><b>1. You are concerned that the child is at risk of significant harm</b></p> <p>1.1 Contact the relevant Advice and Assessment Team immediately.</p> <p>1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</p> <p>1.3 The Advice and Assessment Team may decide, in discussion with you, that the child's needs are better supported by the school</p> <p>1.4 Record all your discussions and decision-making from the outset and place it in the safeguarding file. (Ensure you add the name of the person from the MASH team)</p>

**2. You believe the child is not at risk of significant harm, but the child or their family may need support**

2.1 Discuss your concerns with senior colleagues in another agency, if necessary.

2.3 Contact the Advice and Assessment Team for a consultation, without identifying the child in question, in order to develop an understanding of the child's needs and circumstances.

2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed **statement of referral within 24 hours**, as above.

2.5 If your consultation results in the decision that the child and family are in need of help, provide additional support in the school and/or refer the child or their family to other agencies providing **early help services**.

2.6 Record all your consultations and decision-making on the **child protection incident/welfare concern form** sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.

## **7 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/cause for concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

## **8 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD**

**8.1** In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

**8.2** **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

**8.3** **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

**8.4** When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

**8.5** How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

**8.6** If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

**8.7** **It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**

**8.8** **You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral.

**8.9** If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

**8.10** **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**

**8.11** When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

**8.12** See section 11 below for guidance on information sharing and consent.

## **9 EARLY HELP FOR CHILDREN AND FAMILIES**

**9.1** Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later. A CAF may be opened at this stage to provide a coordinated support network for our families.

**9.2** Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2013* and local guidance, to any child who needs it.

**9.3** We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

**9.4** We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

**9.5** **Targeted early help services** are aimed specifically at helping families with children and young people whose needs can be met at this level.

**9.6** We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

**9.7** If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Advice and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

## **10 CHILDREN'S-SOCIAL-CARE-LED RESPONSES TO CONCERNS ABOUT A CHILD**

**10.1** Once Children's Social Care has accepted our referral as needing a social-care-led response a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

**10.2** The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

**10.3** We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

**10.4** We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

**10.5** We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.

**10.6** We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss

the need for and agree to an outcome- focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

**10.7** If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

**10.8** We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

**10.9** We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

## **11 INFORMATION SHARING AND CONSENT**

**11.1** It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

**11.2** The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

**11.3** We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

**11.4** The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

**11.5** We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

**11.6** Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

**11.7** Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**

**11.8** **Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:**

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

**11.9** **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

**11.10** **Consent is necessary**, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share

information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Duty and Assessment Team.

- early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

**11.11** If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Advice and Assessment Team.

**11.12** Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

## **12 RECORD KEEPING**

**12.1** Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

**12.2** Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

**12.3** All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the Bury Local Safeguarding Children Board ([Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges, January 2014](#))

**12.4** The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance

Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

## **13 PROFESSIONAL CHALLENGE AND DISAGREEMENTS**

**13.1** Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

**13.2** We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated safeguarding lead, the head teacher, the chair of governors or with the Local Authority Designated Officer.

**13.3** Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

**13.4** If there are any professional disagreements with practitioners from other agencies, the DSL or the head teacher will raise concerns with the relevant agency's safeguarding lead in line with national guidance

**13.5** If the school disagrees with the child protection conference chair's decision, the DSL or the head teacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding

## Mersey Drive Primary School Disclosure Check Sheet 2016

Upon disclosure, listen, do not make promises. Check your understanding.

Ask questions, but never ask why. If physical marks are evident, note where they are.



Record verbatim, what is said by the child as soon as the disclosure has been made.

If you have seen marks, record on a body scan sheet where they were seen. Describe them.

You need to use the safeguarding referral form for staff found in the staff room

or in W/Policies/Safeguarding Children / Appendix 1 (SG1) of the Safeguarding policy.

The important thing is that it is recorded asap; we cannot accept photocopied records.



Pass to Miss Ridley, the Designated Safeguarding Lead.

Miss Ridley will investigate further with the child.

If Miss Ridley is not on site, pass to the Deputy Headteacher Mrs Jayson.



Miss Ridley will seek advice from A&A on 0161 253 5454.

This help line is open from 9am through to 5pm.

A&A will give a decision there and then about involvement or need according to risk.

It's useful to have the relevant SIMS data in front of you for this.



The A&A team may know the child already and will then ask you to ring it to the Multi Agency Advice Team (MASHT).

You can call them directly on 0161 2535878.

Miss Ridley has a list of all learners who have a social worker attached to them with the relevant numbers.

The A&A team will advise about the suitability of speaking to parents.

If discussing with parents the reaction of parents are then recorded.



**RECORD, RECORD, RECORD** any action points or advice given over the phone.

Push for support to ensure the safety or acceptance of responsibility.

Note names of any staff at A&A that you have spoken to.

Miss Ridley will try and return to you with information about advice or concerns within 24 hours.

Pursue this to keep your mind at ease.

**Confidential**

**Cause for Concern Form**

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child..... Class / Tutor group.....

**Name of staff member completing form.....**

**Day..... Date..... Time..... Place..... ..**

(Of observed behaviour / discussion / disclosure)

For Designated Teacher use (please tick relevant items)

Action Taken	By whom	Outcome
<b>Discuss with child</b>		
<b>Monitoring sheet</b>		
<b>Check behaviour database</b>		
<b>Contact parents</b>		
<b>Check SEN Register</b>		
<b>Refer to Social Services</b>		
<b>Other (Please specify)</b>		

### Ongoing Monitoring Form

Name of child..... Class / Tutor group.....

Day & Date	Observation / incident	Staff initials	Action taken

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**Criteria for Low Level Assessment**

**Name of child** \_\_\_\_\_ **Class** \_\_\_\_\_ **Year** \_\_\_\_\_ **Date** \_\_\_\_\_

Please tick who provided information:

- Monitoring sheet/Teacher    Parent Support Advisor    Parent/Carer  
 Office Admin

Children who are isolated, unsupported carers	
Children who have poor attendance	
Children persistently late	
Families with children (a child) where there are concerns about routines and boundaries	
Children have persistent head lice	
Children where there is poor hygiene	
Children who persistently come to school inappropriately dressed	
Parents who do not attend meetings in school	
Children of parents where there has been some domestic violence and they are displaying distress/impact on the child	
Children where parents do not seek adequate medical help/do not attend medical appointments	
Children who persistently appear to be tired in school	
Children who persistently do not bring adequate lunch	
Children who come to school who appear to be persistently hungry	
Families who fall behind in payment for dinners	
To support a child where a transition has caused them distress ie <ul style="list-style-type: none"> <li>● Family circumstance</li> <li>● New baby</li> <li>● Partner left family home</li> <li>● New partner</li> <li>● Parent gone into hospital</li> <li>● Death</li> <li>● Imprisonment</li> </ul>	
<b>School must select 3 of the above criteria</b>	
Ongoing monitoring and/or TAF	
Health Visitor/School Nurse	
E.W.O.	

# Appendix C MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK WITH CHILDREN

## WITH CHILDREN



