



CASTLE WOOD SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

To be read in conjunction with Keeping Children Safe in Education September 2018

Date of Last Review: September 2017,

Reviewed by: (Yvonne McCall & S Kavanagh – September 2018)

Agreed by Governors: (September 2018)

Shared with all Staff: (December 2018)

Frequency of Review: Annually

Date of Next Review: September 2019

Designated Lead Person (S) for Safeguarding and Child Protection: (Suzanne Kavanagh Assistant Head 02476 70960)

Deputy Designated Lead Person for Child Protection: (Teresa Cuffaro, Learning Mentor 02476 70960)

Named Governor for Safeguarding & Child Protection: (Julie Athin; 02476 709060) Please contact school for direct phone number

Vice-Chair of Governors: (John Wilkinson 024 76 709060) Please contact school for direct phone number

LAC and Previously Looked After Designated Person: (Suzanne Kavanagh Assistant Head 024 76 709060)

E-Safety Lead: (Louise Dewi; 02476 709060)

Local Authority Designated Officer (DO), for allegations against staff: Angie Bishop at

LADO@coventry.gcsx.gov.uk

Tel: 024 7683 3443 (direct line)

Online referral form:

http://www.coventry.gov.uk/info/206/coventry_local_safeguarding_children_board/2628/local_authority_designated_officer_lado/1

LSCB policy on Allegations Against Staff or Persons in a Position of Trust:

http://www.proceduresonline.com/covandwarks/scb/p_alleg_against_staff.html

MASH TEAM: (contact details) Sue Whitmore, Service Manager 024 7678 8555

mash@coventry.gov.uk

PREVENT Officer: Geoff Thomas; Geoffthomas@coventry.gov.uk)

POLICE: (name and contact details) 0345 113 5000 or 999 in an emergency

**SCHOOL NURSE SERVICE: (name and contact details); Glenys Hopkins, Team Leader
Children & Young People's Complex Physical Health Team 07818561692**

Community Learning Disability Team: 024 7678 59

Governor Statement:

The appropriate safeguarding of children is an essential element of the work of the governing body. It is a pre-requisite to the effective development and well-being of the children who attend Castle Wood School, and should be seen as an underlying principle in all that we do.

Our policies reflect this commitment. Policies however are not enough and governors are also committed to:

- Regular review of all practice,
- Appropriate induction and supervision,
- Regular and appropriate training,
- Sustaining the professional ethos which is open and supportive of staff, which puts children's safety and protection at its core
- Ensuring that Parents are aware of the school's commitment to this work.
- Receiving a termly safeguarding update from the Safeguarding Lead and Deputy.

CONTENTS

1. Definitions
2. Purpose and Aims
3. Statutory Framework
4. Scope
5. Roles and Responsibilities
- 5.1 The Role of the Governing Body
- 5.2 The Role of the Headteacher
- 5.3 The Role of the Designated Safeguarding Lead
- 5.4 The Role of the Deputy Safeguarding Lead
- 5.5 The Roles & Responsibilities of all Staff within School
6. Safeguarding Training
7. Promoting the Well-Being of Children and young People
8. Dealing with concerns or disclosures regarding a child or young person
(including protocol for staff when there are allegations or incidents of abuse; includes a requirement for all verbal notifications to the designated person for safeguarding to be confirmed by dated written communication)
9. Confidentiality
10. Communication with Parents
11. Record Keeping
12. Photographs
13. Early Help
14. Children Missing in Education
15. Private Fostering
16. Safer Recruitment
17. Dealing with concerns regarding school staff or volunteers.
18. Promoting safeguarding in the curriculum
19. Children who are Looked After
20. Work Experience
21. Use of reasonable force.
22. Summary

Appendices:

- | | |
|-------------|---|
| Appendix A | Policies in conjunction with Keeping Children Safe (2018) |
| Appendix B: | Signs and symptoms of abuse |
| Appendix C | Details of Prevent |
| Appendix D: | Risk Assessment of Help |
| Appendix E: | Referral guidance |
| Appendix F: | Child Protection Report Form |
| Appendix G: | Child Missing in Education Form |

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

-) protecting children from maltreatment;
-) preventing impairment of children's health or 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.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Castle Wood School.

2 Purpose and Aims

2.1 Castle Wood School fully recognises its responsibilities for safeguarding children (to and for all children) and child protection (intervening when a child is at risk or harm). We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 Our policy applies to all staff, volunteers, governors and visitors in the school.

2.3 There are several elements to our policy:

- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe, and to demonstrate the school's commitment to keeping children safe and ensuring that children are protected from maltreatment or harm.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop. Ensure that staff understand, can recognise and can respond to the indicators of abuse.
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Castle Wood's safeguarding and child protection procedures;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5 of the Female Genital Mutilation Act 2003.

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

-) Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
-) Ensure children know that there are adults in the school whom they can approach if they are worried
-) Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2.5 Castle Wood is committed the following principles;

-) All children have the right to be protected from harm.
-) Children should feel safe and secure and cannot learn unless they do so.
-) All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
-) Working with other agencies is essential to promote safeguarding and protect children from harm.
-) Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.6 Safeguarding aims

2.6.1 The safeguarding aims of Castle Wood in line with Keeping Children Safe in Education (September 2018) are to;

-) work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
-) work with relevant services and agencies to ensure that children are protected from harm;
-) provide a learning environment for children which is safe and secure;
-) teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
-) ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
-) train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
-) recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
-) maintain a robust recording system for any safeguarding or child protection information;
-) ensure that everyone in Castle Wood understands the safeguarding procedures; and to
-) regularly review policies and procedures to ensure that children are protected to the best of our ability.

3 Statutory Framework

3.1 In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

-) The Children Act 1989 & 2004 *
-) The Education Act 2002 (Section 175 for Maintained Schools, Section 157 for Independent Schools, Academies and Free Schools.)*
-) The Education (Pupil Information) (England) Regulations 2005*
-) Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011) *
-) Keeping Children Safe in Education (DfE 2018, which is available at *
https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf
-) Procedures set out by the Coventry Safeguarding Children Board.

-) Keeping Children Safe in Education (September 2018)¹
-) Working Together to Safeguard Children (June 2018)*
-) Guidance for Safer Working Practice for those working with children and young people in education settings (2015)*
-) What to do if you are worried a child is being abused: Advice for practitioners (2015)*
-) Inspecting safeguarding in early years.
-) https://www.foundationyears.org.uk/files/2016/08/Inspecting_safeguarding_in_early_years_education_and_settings.pdf

3.2 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

3.3 This policy should be read in conjunction with the following policies;

-) Behaviour Policy
-) Attendance Policy
-) Online safety policy
-) Anti-bullying policy
-) Code of Conduct (Coventry City Council)

4 Scope

- 4.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Castle Wood School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 4.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Castle Wood School will always refer to this document as the benchmark for all safeguarding practice.

5 Roles and Responsibilities

5.1 The Role of the Governing Body

- 5.1.1 Part 2 of Keeping Children Safe in Education (DfE, 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:
-) Ensure that they comply with their duties under legislation;
 -) Ensure that policies, procedure and training in Castle Wood are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
 -) Ensure that Castle Wood School takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
 -) Ensure that Castle Wood School has an effective child protection policy that it is published on the website or available by other means and review this annually;
 -) Ensure that Castle Wood School has a Code of Conduct (Coventry City Council)
 -) Ensure that all staff undergo safeguarding and child protection training on induction;
 -) Put in place appropriate safeguarding responses for children who go missing from education;
 -) Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead; A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.
 -) Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
 -) Respond to allegations of abuse against the headteacher.
 -) Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body

¹ Guidance marked with an asterisk (*) is statutory.

- 5.1.2 Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy.
- 5.1.3 Ensure that on arrival at school all visitors (including contractors) are made aware of their responsibilities.
- 5.1.4 Make this policy available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- 5.1.5 Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues (eg Child Sexual Exploitation), set out in Appendix A
- 5.1.6. Ensure that the school contributes to inter-agency working in line with statutory guidance *Keeping Children Safe in Education* (DfE 2018). This includes providing a co-ordinated offer of early help² when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:

-) Working with the named Early Help Co-ordinator in Children & Family First regarding resistant families
-) Working to help identify children and young people who are privately fostered
-) Working with the Child Sexual Exploitation (CSE) Team
-) Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.

- 5.1.7 Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:

-) Attendance at case conferences
-) Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
-) Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.

- 5.1.8 Ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board.

- 5.1.9 Ensure there is a staff behaviour (code of conduct) policy, which links to this Safeguarding and Child Protection Policy, and which is shared with all current staff and forms part of the induction training for new staff.

- 5.1.10 Ensure that³ any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer⁴.

- 5.1.11 Review this Safeguarding and Child Protection Policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

5.2 The Role of the Headteacher

- 5.2.1 The Headteacher, supported by the Designated Safeguarding Lead, must ensure that this policy and associated procedures are followed by all staff.

- 5.2.2 Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

-) Ensure that this policy is reviewed annually and ratified by the governing body;

² Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

³ Following guidance from the LADO

⁴ Working Together to Safeguard Children DfE 2018 states "If an organisation or agency removes an individual (paid worker or unpaid volunteer) from work in regulated activity³⁷ with children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation or agency must make a referral to the Disclosure and Barring Service to consider whether to add the individual to the barred list." Pg 59

-) Ensure that this policy and associated procedures are adhered to by all staff;
-) Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
-) Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
-) Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
-) Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
-) Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
-) Appoint a lead for online safety;
-) Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
-) Respond to allegations of abuse against all other members of staff;
-) Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
-) Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
-) Ensure that children's social care have access to Castle Wood School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

5.3 The Role of the Safeguarding Lead

- 5.3.1 The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff.
- 5.3.2 The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- 5.3.3 In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Coventry's Children's Social Care Thresholds and Practice Standards, available at: <http://coventryscb.proceduresonline.com/>
The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

The Designated Safeguarding Leads for Castle Wood School are Yvonne McCall and Suzanne Kavanagh.

The Designated Safeguarding Leads will;

-) Take overall lead responsibility for safeguarding and child protection in Castle Wood School;
-) Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
-) Be best placed to advise on the response to safeguarding concerns;
-) Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
-) Identify if children may benefit from early help (Appendix D)
-) Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
-) Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
-) Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
-) Refer cases to the police where a crime may have been committed;
-) Be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;

-) Undertake training to equip them with the skills to carry out the role and update this every two years;
-) Ensure all staff have read in partnership with DSL and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
-) Update their knowledge and skills regularly and keep up with any developments relevant to their role;
-) Provide staff in school with the knowledge, skills and support required to safeguard children;
-) Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
-) Take responsibility for the transfer of safeguarding files when a child leaves Castle Wood School
-) Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
-) Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
-) Promote a 'culture of safeguarding', in which every member of Castle Wood community acts in the best interests of the child;
-) Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Castle Wood and
-) Liaise with the headteacher regarding safeguarding cases and issues.
-) Manage and oversee the Deputy DSL.

5.3.4 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

5.4 Role of the Deputy Safeguarding Lead

5.4.1 The role of the Deputy DSL is functionally the same as the DSL and will lead when the DSL is not on site. The Deputy Safeguarding lead will take responsibility for the operational aspects of safeguarding and child protection as listed below:

-) Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2015);
-) Identify if children may benefit from early help;
-) Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
-) Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
-) Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
-) Refer cases to the police where a crime may have been committed;
-) Be available during school hours for staff to discuss any safeguarding concerns.
-) Undertake training to equip them with the skills to carry out the role and update this every two years;
-) Update their knowledge and skills regularly and keep up with any developments relevant to their role;
-) Provide staff in school with the knowledge, skills and support required to safeguard children;
-) Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
-) Take responsibility for the transfer of safeguarding files when a child leaves Castle Wood School;
-) Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
-) Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
-) Provide staff in school with the knowledge, skills and support required to safeguard children;
-) Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
-) Take responsibility for the transfer of safeguarding files when a child leaves Castle Wood School
-) Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;

-) Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
-) Liaise with head and DSL.

5.5 The Role & Responsibilities of all Staff within School

- 5.5.1 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.
- 5.5.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse. Procedures for reporting concerns are given in sections 5 and procedures for dealing with a disclosure are given in section 6 of this document.
- 5.5.3 If concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in section 8 of this document must be followed.
- 5.5.4 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Castle Wood School
-) Have a responsibility to provide a safe environment, where children can learn;
 -) Should know what to do if a child tells them that he/she is being abused or neglected;
 -) Will be able to identify indicators of abuse;
 -) Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education (Appendix G), the role of the designated safeguarding lead and systems in Castle Wood School that support safeguarding and child protection;
 -) Will be provided with a copy of Part 1 of *Keeping Children Safe in Education* (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
 -) Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
 -) Will be made aware of the early help process and understand their role in it;
 -) Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
 -) May be required to support social workers and other agencies following a referral;
 -) Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
 -) Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
 -) Will receive regularly updated safeguarding and child protection training;
 -) Will receive safeguarding updates throughout the year as part of continuous professional development;
 -) Should be able to contribute to the development of safeguarding policy and practice.
 -) Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
 -) All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

6. Safeguarding Training

- 6.1. The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead then she shall meet the training requirements set out in 6.2 below.
- 6.2. In addition to basic child protection training the Designated Safeguarding Lead attends the LSCB's Level 2 *Working Together to Safeguard Children* training, and then undertakes DSL refresher safeguarding training at least annually or LSCB Level 3 at least every two years (statutory requirement).

- 6.3 The Deputy Designated Safeguarding Lead must meet the training requirements in section 7.2.
- 6.4 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.
- 6.5 All other staff, who work with children, will undertake safeguarding and child protection training at Level 1 to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training annually and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.
- 6.6 As part of this training and their annual refresher, they will also receive;
-) This 'Safeguarding and Child Protection Policy';
 -) The staff Code of Conduct
 -) Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
 -) School procedures for Children Missing Education
 -) The school Behaviour Policy
- 6.7 Staff at Castle Wood School will have training in: Thrive, mental health, Signs of Safety, Team Teach, LSCB training, DSL briefings etc, e-bulletins etc.
- 6.8 Castle Wood School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'sexting'⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.
- 6.9 All new members of staff will receive child protection training as indicated in 6.6 above as part of their induction programme
- 6.10 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur
- 6.11 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

7 Promoting Children and Young People's Well-being

- 7.1 The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE 2018). This includes providing a co-ordinated offer of early help⁶ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 7.2 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework / Early Help
- 7.3 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm
- 7.4 The Learning Mentor will undertake group or individual work using resources such as Time to Talk, R Time, Learning Mentor Training Materials and the "Mentoring Activities Box". Children are allocated on a case by case approach.
- 7.5 Listening to the voice of the child can be difficult for children with communication issues so a variety of strategies are used such as Talking Mats, observations, choice making and 1-1 discussions.
- 7.6 As outlined in Keeping Children Safe in Education (2018), **Castle Wood School** is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;
-) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

⁵ Also known as 'youth produced sexual imagery'.

⁶ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

-) being more prone to peer group isolation than other children;
-) the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
-) communication barriers and difficulties in overcoming these barriers.⁷

7.7 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

7.8 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the Phase Leaders, Senior Leadership Team and Learning Mentor will be sought in these circumstances.

7.9 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

8. Dealing with concerns or disclosures regarding a child or young person

8.1 Types of abuse

8.1.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

-) Physical abuse;
-) Sexual abuse;
-) Emotional abuse;
-) Neglect.

8.1.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not

⁷ Keeping Children Safe in Education, September 2018

Type of abuse	Information
Child sexual exploitation (CSE)	<p>the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

8.1.3 Indicators of abuse can be found in Appendix B.

8.1.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

8.1.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

8.1.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

-) Is disabled and have specific additional needs;
-) has special educational needs (whether or not they have a statutory education, health and care plan);
-) is a young carer;
-) is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
-) is frequently missing/goes missing from care or from home;
-) is misusing drugs or alcohol themselves;
-) Is at risk of modern slavery, trafficking or exploitation;
-) is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
-) has returned home to their family from care;
-) is showing early signs of abuse and/or neglect;

-) is at risk of being radicalised or exploited;
-) is a privately fostered child.⁸

8.1.7 Castle Wood School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Castle Wood School believes that a child is at risk of or is the victim of;

-) physical abuse;
-) sexual abuse;
-) child sexual exploitation;
-) emotional abuse;
-) neglect;
-) bullying, including cyber- or online-bullying;
-) criminal exploitation (including involvement in county lines);
-) domestic abuse;
-) fabricated or induced illness;
-) faith-based abuse;
-) female genital mutilation;
-) forced marriage;
-) gangs or youth violence;
-) gender-based violence;
-) hate;
-) honour-based violence;
-) radicalisation;
-) relationship abuse;
-) sexual violence or sexual harassment (including peer on peer abuse);
-) sexting;
-) trafficking and modern slavery.

8.1.8 Castle Wood School will also take action to protect;

-) Children missing education;
-) Children missing from home or care.

8.1.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances

-) Children facing the court procedures and/or children in the court system;
-) Children with family members in prison;
-) Children who are homeless.

8.1.10 Castle Wood School has a duty to refer any children who are living in a private fostering arrangement to the local authority.

8.1.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See Appendix C for further information on Castle Wood School’s Prevent duty.

8.1.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

8.1.13 The abuse may be instigated by one or more adults, and/or other children and young people.

8.2 Disclosure and Procedures

8.2.1 If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is

⁸ Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead **immediately** so that the MASH team can be informed and the necessary protective measures implemented. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead. If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

8.2.2 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse, as noted in 9.1.

8.2.3 All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

8.2.4 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

8.2.5 When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

8.2.6 The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated **written** record of the concern/disclosure by recording it on CPOMS.

8.2.7 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

8.2.8 The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary) on CPOMS.

8.2.9 When the Designated Safeguarding Lead, or in her absence, the Deputy Designated Safeguarding Lead, has been informed, she shall make the decision whether or not to refer the concern to Social Care. On the question of how to decide whether to refer to Social Care, the Coventry Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' states:

“Professional; in all agencies; have a responsibility to refer a child to Children’s; Social Care when it is believed or suspected that the child;

) **Has suffered significant harm; or**
) **Is likely to suffer significant harm.**

All referrals to Children’s; Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns; so that any emerging patterns are recognised.”

(Section 8, p.6)

The full Children's Social Care Thresholds and Practice document is available at:

<http://coventryscb.proceduresonline.com/>

MASH will be consulted when there is uncertainty about whether to refer.

8.2.10 Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time.

Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at

Children’s; Social Care MASH

Floor 4

Broadgate House

Coventry City Council

1-3 Lythalls Lane

Industrial Estate

Lythalls Lane

Coventry

CV6 6FL

Telephone: 024 7678 8555 (the same telephone number as previously)

Send online referrals to mash@coventry.gov.uk

8.2.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours; Emergency Duty Team: 02476 832 222 **Prevent/Channel Referrals:** Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

8.2.12 Additional referral guidance is provided in Appendix D. (Safeguarding useful contacts)

8.2.13 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

-) Manage support for the child internally;
-) Seek advice from the social worker advice line in the MASH;
-) Instigate single agency intervention and work directly with the family to improve the situation;
-) Offer an Early Help Assessment to provide multi-agency help to a family;
-) In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Castle Wood School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
-) If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

8.2.14 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Castle Wood School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

8.2.15 See page 20 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

8.3 Female Genital Mutilation

8.3.1 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

-) are informed by a girl under 18 that an act of FGM has been carried out on her; or
-) observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁹

8.3.2 Castle Wood School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

8.4 Peer on Peer abuse

8.4.1 Castle Wood School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by regular updates to staff following training or research.

8.4.2 Castle Wood School will work to prevent peer on peer abuse by

-) Ensuring that a robust social curriculum is on offer
-) Children have opportunities to play with and alongside their peers
-) Share the rules of the class / phase on a regular basis and pitched at the child's cognitive level.
-) Meet with parents of children involved in peer on peer abuse.

8.4.3 In the event that an allegation of peer on peer abuse is made, Castle Wood School will investigate this. Castle Wood School will meet with the families involved and record all findings on CPOMS. Actions to be taken depend on the intensity and the cognitive ability of the perpetrator and the victim.

8.4.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by their class teams, phase leader and time with the Learning Mentor.

8.4.5 Castle Wood School will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

8.4.6 Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

8.4.7 At Castle Wood 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 students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

8.4.8 Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- ❖ Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- ❖ Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued

⁹ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- ❖ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- ❖ Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

8.4.9 Procedure -

-) When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (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 MASH to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
-) Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
-) 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.
-) It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
-) Where neither social services 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.

8.4.10 Castle Wood School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

8.5 USE OF MOBILE PHONES

8.5.1 SCHOOL STAFF, VOLUNTEERS AND STUDENTS MUST NOT TAKE PERSONAL MOBILE PHONES INTO ANY AREA WHERE CHILDREN ARE TAUGHT – ON SITE OR OFF SITE.

STAFF MUST PLACE THEIR PHONES IN THE LOCKERS PROVIDED FOR SCHOOL STAFF AND IN THE OFFICE FOR STUDENTS AND VOLUNTEERS.

SHOULD A MEMBER OF STAFF NEED TO BE CONTACTED THEN THE SCHOOL TELEPHONE NUMBER (76709060) MUST BE USED AS A POINT OF CONTACT.

8.5.2 Youth Produced Sexual Imagery ('sexting')

8.5.3 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

-) A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
-) A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
-) A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

8.5.4 Castle Wood School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. ***(Link to Online Safety Policy)***

8.5.5 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

8.5.6 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

-) Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
-) Referrals to the police and/or MASH;
-) Sanctions in accordance with behaviour policy;
-) Support for young people involved to prevent reoccurrence;

8.5.7 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

8.5.8 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

-) Adult involvement;
-) Coercion or blackmail;
-) Children under the age of 13;
-) Extreme, or violent content;
-) Immediate risk of harm.

8.5.9 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

8.5.10 We will work with parents as necessary if their child is involved in 'sexting'.

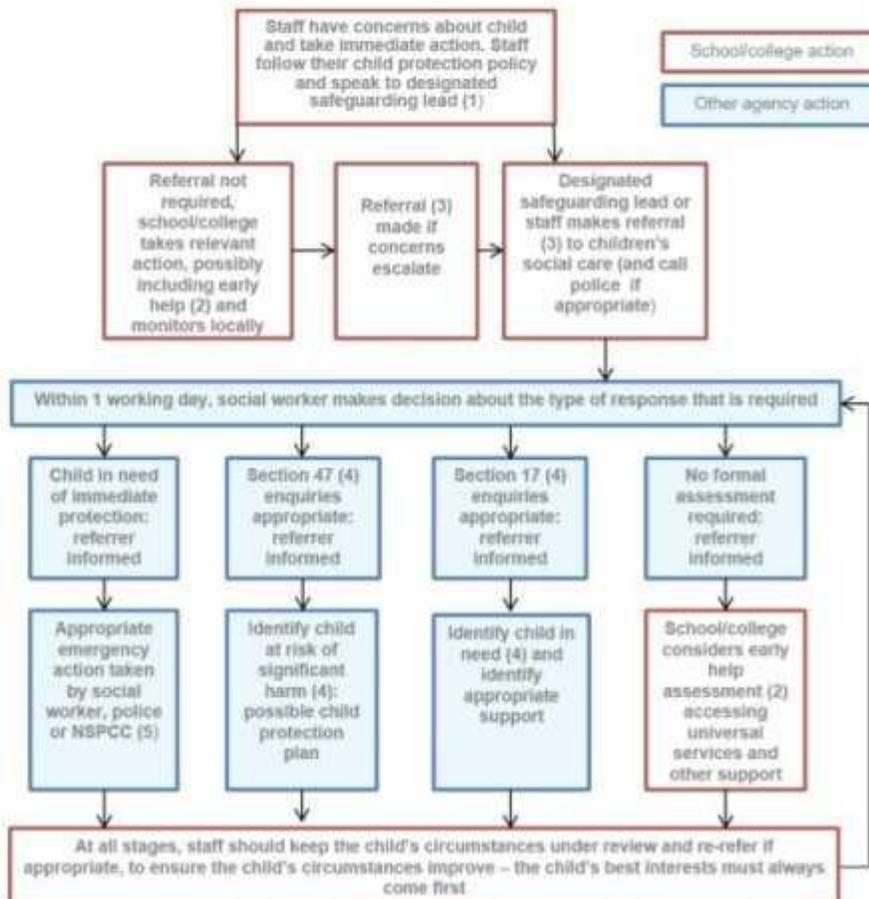
8.5.11 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

8.6 **Searching, Screening and Confiscation**

8.6.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Castle Wood School.

8.6.2 Castle Wood School adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

9 Confidentiality

- 9.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Board protocols
- 9.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 9.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

10 Communication with Parents / Carers

- 10.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

11 Recording Keeping

- 11.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be sent to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 11.2 The information contained will be regarded as confidential. Any request for access to the information by non-Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.
- 11.3 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.
- 11.4 Castle Wood School keeps all safeguarding files electronically, using a system called CPOMs. 11.5 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing on CPOMS.
- 11.6 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.
- 11.7 The school will seek at least two emergency contacts for every child.
- 11.8 All data processed by Castle Wood is done so in line with the General Data Protection Guidelines. Please see the Data Policy for additional information.

12 Photography and Images

- 12.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Castle Wood School. This will be done on an annual basis and staff are reminded to check prior to public events.
- 12.2 Photographs of children used publicly will not be displayed with their name or other personal information.
- 12.3 Photographs of children will be processed in line with the General Data Protection Regulation.

13 Early Help

- 13.1 Castle Wood School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. We work closely with our neighbouring family hub to work with families in the community to improve outcomes for children.
- 13.2 Castle Wood School works within the LSCB *'Right Help, Right Time'* framework, available on the LSCB website (Appendix D).

14. Children missing from education, home or care

- 14.1 The school will also take action to protect;
-) Children missing education
 -) Children missing from home or care

14.2 Schools can delete pupils who fail to return within 10 school days of the agreed return date or after

20 days of unauthorised absence if holiday/leave of absence has not been agreed. However, it is essential that school checks that the pupils do not have a good reason for their delayed return, such as disrupted travel arrangements or illness, before deleting the pupil. The school will make reasonable enquiries to locate the pupil before the deletion is made.

14.3 If the decision is to delete the pupil from the register the school will write to parents informing them of this and a Children Missing Education referral will be made to the Children and Families First Service address (Appendix G).

14.4 All details will be entered onto CPOMS and a chronology of emails and contact will be kept.

14.4 Please refer to Attendance Policy for further details.

15 Private Fostering

15.1 The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

15.2 We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days as stated in legislation.

16 Safer Recruitment

16.1 The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education 2018.

16.2 Castle Wood is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

-) Identity check;
-) DBS clearance;
-) Prohibition from teaching checks (where required);
-) Barred List check;
-) Reference check (two references required);
-) Professional qualifications check ;
-) Right to work in the UK check;
-) Further checks for those who have lived outside the UK;
-) Disqualification Under the Childcare Act 2006 (amended 2018) checks (as required).

16.3 A record of all checks on members of staff will be held on the Single Central Record. This will be signed on a termly basis by the Governor with responsibility for Safeguarding.

16.4 All new members of staff will be required to obtain DBS clearance. Castle Wood School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

16.5 At least one member of every interview panel will have undergone Safer Recruitment training.

16.6 We take proportionate decisions on whether to check individuals beyond what is required.

16.7 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

17 Dealing with concerns regarding school staff or volunteers

Allegations

17.1.1 Castle Wood School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, '[Managing Allegations against Staff and Persons in a Position of Trust](#)'. To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'

17.1.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children¹⁰.

¹⁰ These 3 points, drawn from *Keeping Children Safe in Education* (DfE 2018), represent the LSCB threshold for position of trust strategy meetings

17.1.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

17.2 Procedures

17.2.1 All members of staff/volunteers must report any such concerns to the Headteacher. Failure to report it in accordance with procedures is a potential disciplinary matter.

17.2.2 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

17.2.3 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found on the front of this policy.

17.2.4 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

17.2.5 If a child has suffered abuse or harm, a MASH referral will also be made.

17.2.6 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Castle Wood School in managing the allegation.

17.2.7 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

17.2.8 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:

- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
- Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Stress that it was the right thing to share the concerns.
- Explain what has to be done next and who has to be told.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

17.2.9 The member of staff must provide the Designated Safeguarding Lead (or in his/her absence, his/her deputy) with a signed, dated **written** record of their concerns, using the agreed school concern pro forma, without delay.

17.2.10 The DSL or Deputy DSL receiving the concern/allegation must not unilaterally determine its validity, and must report the concern/allegation to the Headteacher immediately.

17.2.11 The Headteacher will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 17.6** above. If any of the criteria are met then the Headteacher **must contact the LADO within one working day**¹¹, and provide the LADO with **written** confirmation of the concern. The name and contact telephone of the LADO are given on the front cover of this policy.

17.2.12 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern.

¹¹ Working Together to Safeguard Children (2018)

17.2.13 If concern is raised regarding the Headteacher, then the Chair of Governors will be contacted, whose name and contact telephone number are given on the front cover of this policy. In the absence of the Chair of Governors, the Vice Chair will be contacted, whose name and contact telephone are available from school.

17.2.14 In the event concern regarding the Headteacher the Chair of Governors (or the Vice Chair) shall contact the LADO (within one working day), whose contact details are given on the front cover of this policy.

17.3 Whistleblowing

17.3.1 Castle Wood School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or the school's safeguarding processes to the senior leadership team.

17.3.3 The senior leadership team will take all concerns seriously.

17.3.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures (Appendix A)

18. Promoting safeguarding and welfare in the curriculum

18.1 Castle Wood School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

18.2 Children at Castle Wood School will receive the following as part of our promotion of safeguarding across the curriculum:

- Behaviour policy (team teach)
- touch policy
- online safety
- Thrive approach
- RSE
- NSPCC pants and other material
- talking mats
- time for us/ emotional literacy / learning mentor materials

19.1 Children who are Looked After

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

19.2 The Designated Lead for Looked-After and Previously Looked-After Children is Suzanne Kavanagh

19.4 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

19.4 Castle Wood School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

20. Use of reasonable force

20.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Further details are in the Behaviour Policy.

20.2 Staff are trained in the practice and principles of Team Teach and receive regular training every year. There are four Team Teach Trainers in Castle Wood who can advise and train staff. Their training is updated every 18 months.

20.3 Incidents are recorded in the Team Teach Book which is kept in the SLT office. Practitioners involved are offered a debrief with a member of SLT. Details are also recorded on CPOMS and shared with parents.

20.4 Children may have a behaviour plan which is shared with all practitioners, escorts and parents. Other agencies such as respite, may ask for the strategies used to be shared with them.

21. Students on work experience

21.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2018*. Lorraine Rutherford is the lead for informing students of our safeguarding procedures during their induction.

22. Summary

22.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies;

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscb/contents.html>

-) [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
-) Behaviour Policy (INCORPORATING ANTI BULLYING POLICY AND MANUAL HANDLING POLICY)
-) Complaints Policy
-) Teaching and Learning Policy.
-) GDPR and Data Protection Policy and Privacy Notice for Children, Employees and Parents.
-) Equalities Policy
-) [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
-) Health & Safety Policy
-) Use of ICT and Acceptable Usage of Equipment Policy.
-) Touch Policy
-) First Aid Policy
-) Primary-Secondary Transition Policy
-) Health and Safety
-) Staff Code of Conduct
-) Trips and Visits Policy
-) Visitor Management Policy (INCORPORATED IN HEALTH AND SAFETY)
-) Whistleblowing
-) Keeping Children Safe in Education 2018

Appendix B

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

-) Children whose behaviour changes – they may become aggressive, challenging,
-) disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
-) wetting the bed;
-) Children with clothes which are ill-fitting and/or dirty;
-) Children with consistently poor hygiene;
-) Children who make strong efforts to avoid specific family members or friends,
-) without an obvious reason;
-) Children who don't want to change clothes in front of others or participate in
-) physical activities;
-) Children who are having problems at school, for example, a sudden lack of
-) concentration and learning or they appear to be tired and hungry;
-) Children who talk about being left home alone, with inappropriate carers or with
-) strangers;
-) Children who reach developmental milestones, such as learning to speak or walk,
-) late, with no medical reason;
-) Children who are regularly missing from school or education;
-) Children who are reluctant to go home after school;
-) Children with poor school attendance and punctuality, or who are consistently late
-) being picked up;
-) Parents who are dismissive and non-responsive to practitioners' concerns;
-) Parents who collect their children from school when drunk, or under the influence

-) of drugs;
-) Children who drink alcohol regularly from an early age;
-) Children who are concerned for younger siblings without explaining why;
-) Children who talk about running away; and
-) Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Types of Abuse

As outlined in paragraph 8.3, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and section 8 of this policy for further information.

Criminal exploitation (including involvement in county lines) *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents.*

Domestic abuse – *Castle Wood School has signed up for Operation Encompass, whereby School is notified by the police, of any domestic violence incidents prior to the start of the next school day, so enabling support to be given to the child.*

Fabricated or induced illness *Staff work hard to develop positive relationships with parents and families. Concerns are shared within the class teams, phases and with the Safeguarding team, who can draw upon expert advice to support conversations.*

Faith-based abuse *Staff are vigilant to changes in behaviour and /or appearance and will discuss with parents.*

Female genital mutilation *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Staff are reminded of their statutory duty.*

Forced marriage *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents.*

Gang; or youth violence *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents.*

Gender-based violence *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents.*

Hate *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Children work on the prime areas of the Early Years curriculum where Making Relations is of paramount importance.*

Homelessness *Staff work hard to develop positive relationships with parents and families. Concerns are shared within the class teams, phases and with the Safeguarding team, who can draw upon expert advice to support conversations.*

(So-called) 'Honour-based' violence *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents.*

Radicalisation and Extremism *Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Annually, staff update their Prevent training.*

Relationship abuse Staff work hard to develop positive relationships with parents and families. Concerns are shared within the class teams, phases and with the Safeguarding team, who can draw upon expert advice to support conversations or to signpost parents.

Sexual violence or sexual harassment (including peer-on-peer abuse) Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Behaviour is analysed in the form of intent and cognition.

Sexting Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Behaviour is analysed in the form of intent and cognition.

Trafficking and modern slavery Castle Wood School undertakes annual training of all staff on such issues. Staff are vigilant to any changes in behaviour or appearance and will share information with the Safeguarding team who will discuss with parents. Behaviour is analysed in the form of intent and cognition.

Staff are also undergoing Thrive training, to enable positive relations to be enhanced.

Appendix C – Prevent

The Prevent Duty requires that if there are concerns that an individual may be vulnerable to radicalisation around violent extremism then these concerns need to be shared so that appropriate support is provided in order to safeguard those individuals. A partnership referral form has been prepared to make sure that it is easier to outline and submit the referrals.

To make a Prevent referral [a referral form](#) needs to be sent to both of the following email addresses: CTU_GATEWAY@west-midlands.pnn.police.uk and ras@coventry.gcsx.gov.uk or contact West Midlands Police Constabulary on 101. Always call 999 in an emergency.

If you consider anything to be suspicious or connected with terrorism. Call the Anti-terrorism hotline on **0800 789 321** to report your concerns in the strictest confidence.

The designated safeguarding lead **should undertake** Prevent awareness training.

In addition to formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

Staff should understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

<p><u>Please complete the below details and send to BOTH emails:</u></p> <ul style="list-style-type: none"> • CTU_GATEWAY@west-midlands.pnn.police.uk • ras@coventry.gcsx.gov.uk 	<p>This will be dealt with by individual Police Force Prevent Teams.</p>
--	---

Please complete to the best of your knowledge. Leave blank if unknown.

Your details:

Surname		D.O.B	
Forenames		Relationship to individual	
Contact no.			
Email			
Professional role (if applicable)			
Address			

Individual details and summary of concerns:

Please include as much detail as possible.

Surname		D.O.B	
Forenames		Gender	
Contact no.			
Email			
Social Media Username			
Ethnicity		Nationality	
Religious Establishment		Place of Birth	
Address			

Language; Spoken		English spoken?	
School or Educational Establishment			
Occupation			
Occupation Address			
Has anyone been consulted about this referral (safeguarding agency etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
If yes please give detail;			
Additional Info (e.g. Family details, Associates of concern)			
<u>Summary of Concerns</u>			

Appendix D – Risk Assessment of Help

	Level 1 - Universal No additional needs	Level 2 - Early Help Additional needs meaning there is a risk of poor outcomes	Level 3 - Multi-agency Early Help Additional needs meaning poor outcomes are likely	Level 4 - Statutory Intervention Acute needs - at risk of significant harm
SOURCE OF HELP AND SUPPORT	No additional help and support required.	Needs likely to be met through one agency acting alone.	Needs likely to require support through a co-ordinated multi-agency response.	Needs likely to require intervention from Children's Social Care and/or the Police.
ACTIONS	<ul style="list-style-type: none"> No additional assessment needed. Check if children are in receipt of universal services and signpost to relevant service(s) if required. 	<ul style="list-style-type: none"> Early Help Assessment should be considered, but is not a requirement. If an Early Help Assessment is not considered necessary, record action taken in single agency and to complete a record on Early Help Module (EHM) to show Early Help was provided with a reference number to where the case file is held. For help and advice refer to Early Help Handbook (Section 5) or seek advice from your nearest Family Hub (Section 10). 	<ul style="list-style-type: none"> An Early Help Assessment is required. If the child, young person or family are currently in receipt of Early Help new information should be sent to the services already involved, to update the Early Help Assessment/Plan. For help and advice refer to Early Help Handbook (Section 5) or seek advice from your nearest Family Hub (Section 10). 	<p>If a child is in immediate danger you should contact the police and/or ambulance on 999. If there is no immediate danger a referral to Children's Social Care should be made using the online Multi-agency Referral Form (MARF).</p>

APPENDIX E: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

-) The child asks you to keep silent – keep a secret
-) Fear of breaking up the family
-) Fear of exposing the child to further abuse
-) Fear of breaking a trusting relationship with child/family
-) Painful memories of your own abusive experiences
-) Fear of reprisals to yourself/your children/family
-) Fear of presenting evidence in court
-) Afraid of misinterpreting or overreacting to the situation
-) Assuming another agency is dealing with the problem
-) The 'rule of optimism' – everything will work out OK
-) Assuming one parent/carer will protect
-) Believing the child is fantasising/lying
-) Being persuaded by the child's retraction
-) Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
-) Being unable to comprehend the unbelievable nature of the disclosure
-) Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

-) Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
-) Threats from peers also involved in abuse
-) May think s/he is to blame and fear arrest
-) Fear the loss of the child's world – family, school etc.
-) May be emotionally dependent on abuser
-) May have compartmentalised abuse
-) Thinks won't be believed
-) Low sense of self-esteem makes disclosure difficult
-) May not realise sexual abuse is a crime – thinks its normal
-) May not wish to betray abuser
-) May fear exposure and particularly public exposure
-) May be ambivalent about sexual identity or feel guilt about taking part in abuse
-) Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
-) Hasn't got adult permission to tell
-) Lack of appropriate language skills

WHY REFER?

-) Children have the right to be safe
-) Adults have a responsibility to protect children
-) Abuse is damaging
-) Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
-) You only have one small piece of a jigsaw
-) Children rarely lie about abuse
-) An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the MASH team mash@coventry.gov.uk

MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

<http://coventryscb.proceduresonline.com/>

APPENDIX F - Proforma for Report form Child Protection Conference (one form per child)
Proforma for Report form Child Protection Conference (one form per child)

Name of school/ educational establishment

Full Name of Pupil:		DOB:	Class/Form:	Additional needs:
Gender:		Ethnicity:		
Home Address:			Telephone:	
			E mail:	
	What are you worried about?	What is working well?	What needs to happen?	
Presentation of Child (appropriate uniform/shoes/cleanliness/ hair/general health)				
Eating (appetite, FSM, breakfast club, toileting, etc.)				
Education/Attainment				
Attendance				
Child's Voice				
Child interaction in school				
Parent/Carer interaction with school				
Child/Parent-Carer interaction				
Parent engagement (bringing/collecting from school/attending meetings, parents evenings, etc.)				
Peer Relationships				
SEND				
Any additional concerns/changes in behaviour? Any patterns of behaviour/concerns/specific days of the month?				

Signature (of staff writing report)

Position

Date

APPENDIX G – Child Missing in Education Form

Children Missing from Education (CME) School Referral Form
Please provide as much information as possible in order to assist with our further investigations.

Section 1

Name of School	Contact person in school	Position	
Contact details:			
Date form completed:			

Section 2

Pupil Details:		Address:	
Forename			
Middle Name(s)			
Surname			
DOB		Last known address	
Alias			
Unique Pupil Number			
Unique Identification Number			
Gender		Previous Addresses	
Year Group			
Ethnicity			
Date child last attended school:			
Does the child speak English?			
Sibling details:			
Name	DOB	Address	School
Do you consider these children to be CME cases as well? YES / NO			

Section 3

Parent/carer details: (Please include all contact information held by the school)	
Name:	
Relationship to child:	
Contact details:	
Landline:	
Mobile:	
E-mail:	
Family's first/home language:	
Is an Interpreter required?	

Parent/carer details: (Please include all contact information held by the school)	
Name:	
Relationship to child:	
Contact details:	
Landline:	
Mobile:	
E-mail:	
Family's first/home language?	
Is an Interpreter required?	

Other contact information held by School, Relative, etc	
Contact 1: Name, Address & telephone number	
Contact 2: Name, Address & telephone number	
Other Agency Details:	

Section 4

Is this child:	
A Looked After Child?	YES/NO
Gypsy, Roma or Traveller?	YES/NO
A Refugee or Asylum Seeker?	YES/NO

Living in temporary accommodation	YES/NO
Subject to a Child Protection Plan?	YES/NO
An open case to Children's Social Services	YES/NO
Name of Social Worker:	
Please indicate any further details:	

Section 5

What are your concerns for the welfare of this child as a result of this referral including attendance and behaviour?

Do you have any reason to be concerned that any of the following may be relevant in this case? (If answered Yes please give details)
Risk of child sexual exploitation (CSE) YES/NO
Risk of child being missing/running away from home. YES/NO
Risk of child trafficking. YES/NO

Section 6

What is the primary reason for referring this child to your CME?	Please indicate as appropriate.
Child has failed to take up a place at your school	
Child's whereabouts are unknown	
Parent is fleeing domestic violence	
Child/ family is reported to have left the area	
Child is reported to have left the UK with/without parents / carers (please complete section 8)	
Child has failed to return from an agreed holiday in term time	
Child has failed from an unauthorised holiday in term time	
Parents have taken child out of school for an extended period without school agreement	
Child has failed to return after summer holidays and whereabouts are unknown.	

Section 7

Prior to submitting CME paperwork, School to:	Please indicate as appropriate.
Ask the friends of missing pupils for any current information	
Check emergency contact number	
Check free school meals database	
If a voluntary aided school, check with the priest	
Check records to see if there are siblings at another school - ring school	
Check with the School Nurse	

Details of enquiries made: Dates, Times, Letters sent and Home visits

Section 8

Information required for children leaving / left the UK	
Please try and provide as much of the following information as possible, especially in cases where you have an indication of an intention for the family/child to leave the UK. Please give consideration to the possibilities of forced marriage, that those presenting themselves as parents/family/carers are not genuine, child trafficking, child sexual exploitation or that the child (ren) may not be leaving the country as reported.	
Proposed date of departure from UK	
Actual date of departure (if already left)	
Point of departure- airport, coach station etc.	
Time of departure	
Flight numbers and name of airline	
Have you seen copies of the tickets?	
Please attach copies of tickets if possible	
What country are they returning to?	
Who is leaving the UK (please tick all that apply)	
Mother	
Father	
Other siblings that are not part of this referral	
Extended family (please give details)	
If child (ren) is not leaving with parent(s) who is accompanying them?	
What is their relationship to the child?	
Why is / are the parent (s) not leaving with the child (ren)?	
Who will be caring/ responsible for the child (ren)	
Please obtain	
Name	
Relationship to the child:	
Address:	
Contact number:	
Email:	

Details of school(s) child (ren) will be attending or applying to	
Address:	Email:
Contact Number:	Website:
Do you have any concerns re any of the following;	
Safety of the child(ren):	YES/NO
The reason given for leaving the UK:	YES/NO
That the information given is not accurate YES/NO	

Please submit this form to Helen Fox-Williams, named Officer for CME. Children & Families First Service. Helen.fox-williams@coventry.gov.uk