

Christ Church CE Academy



Child Protection Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

January 2019	Draft for Staff and Governors
28/1/19	Accepted by Staff and Governors
January 2020	Date for Review

1. PURPOSE

- 1.1 An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.
- 1.2 The term "child" or "children" refers to anyone under the age of 18 years.

2. INTRODUCTION

- 2.1 Christ Church CE Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care and pays full regard to DfE guidance "Keeping Children Safe in Education" (September 2018).
- 2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- 2.3 There are three main elements to our child protection policy;
 - a) prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
 - b) protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
 - c) support to pupils who may have been abused.
- 2.4 This policy applies to all pupils, staff, governors, volunteers and visitors to Christ Church CE Academy.
- 2.5 This school recognises it is an agent of referral and not of investigation.

3. SCHOOL POLICY

- We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school will therefore:
 - a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
 - b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.

- c) Include in the curriculum activities and opportunities for PSHCE, which equip pupils with the skills they need to stay safe from abuse
- d) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

4. FRAMEWORK

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Kirklees Safeguarding Children Board <http://www.kirkleessafeguardingchildren.co.uk/>

5. RECORDS AND MONITORING

5.1 Record keeping

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record then this should be signed.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access.

- Pupil Information:
The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).

- Emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions, etc.)
- If the child is or have been subject to a Child Protection Plan.
- If the child is or has been subject to an Early Help Assessment (EHA) or Child in Need (CIN) processes.
- If the child is a Child Looked After (CLA).
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

5.2 Transfer of files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

6 Roles and Responsibilities

6.1 Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- we have an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- we have in place appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- the Head teacher, Mrs Lisa Walton-Thorpe is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has three deputy DSLs who are trained to the same standard as the lead DSL.
- ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.
- staff including the Head teacher undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has

appropriate policies and procedures in place in regard to safeguarding children and child protection

- they review their policies and procedures annually or as per the policy review schedule
- will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (CLA).
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6.2 Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.

6.3 Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2018) will ensure that they:

Manage referrals

- Refer cases of suspected abuse to the local authority children’s social care (Duty and Advice);
- Support staff who make referrals to Duty and Advice;
- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police.

Work with others

- Liaise with the Deputy Head teachers to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed 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:

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

Raise Awareness

- The DSL will ensure that the school or college’s child protection policies are known, understood and used appropriately;
 - Ensure the school or college’s child protection policy is reviewed annually the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
 - Link with the Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns.
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

Our Designated Safeguarding Lead with overall responsibility for Safeguarding is Mrs L J Walton-Thorpe, Head Teacher. Mrs M Uttley Deputy Head Teacher, Miss K Morgan Deputy Head Teacher and Mrs D Ellis Nursery Officer are our other Designated Safeguarding Leads.

2.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the School's policies and procedures
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2018)
- The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Safeguarding Children in Education (DfES 0027/2004).
- The school will ensure that the Designated Safeguarding Lead also undertakes training in inter-agency working that is provided by the Education Safeguarding Service and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities (DfES 0027/2004).
- Support will be available for staff from the Head Teacher in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection.
- All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.
- attend annual whole school training and other appropriate training identified
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the head at the earliest

opportunity

- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

7 Child Protection Procedures

7.1

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2018)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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 (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although 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 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.

Neglect: 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 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.

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Kirklees Safeguarding Children Board guidance.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Definitions of the four main types of abuse are within the Safeguarding Policy.

All staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

3.2 Concerns that staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of CSE
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

7.2 Responding to disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- Try to keep questions to a minimum and of an 'open' nature
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said, in the child's words on a 'Cause for Concern' form and record any visible signs, injuries or bruises on a Body Map

- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

7.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Duty and Advice Team
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. Early support Assessment) and/or make a referral to Children's Social Care- Duty and Advice Team.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Duty and Advice will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

All referrals and records of conversations made to external agencies must be signed, dated and the time the conversation/call took place and must have an outcome.

7.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences

- where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the dispute resolution policy shown on the KCSB website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care - Duty and Advice team

8 PROCEDURES

- All action is taken in line with the following guidance;
 - West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorksrb/>)
 - "Working Together to Safeguard Children" (March 2015)
 - 'What to do if you are worried a child is being abused' (March 2015)
 - 'Keeping Children Safe in Education' (2018)
- Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Head Teacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.
- Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Deputy. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- The Designated Safeguarding Lead or their Deputy will immediately refer cases of suspected abuse or allegations to Kirklees Social Care Services.
- The telephone referral to Kirklees Social Care Services will be confirmed in writing within 24 hours. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer.
- The school will always undertake to share our intention to refer a child to Social Care Services with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Kirklees Social Care Services or Kirklees Police.
- A statement in the school brochure and on our website will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request or from the school's website.

- All protocols will follow the guidelines on the Kirklees Safeguarding Board website <http://www.kirkleessafeguardingchildren.co.uk/procedures-guidance.html>

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9 WHISTLEBLOWING

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 14.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the nominated 'whistleblowing' governor or the Education Safeguarding Service and refer to the school's Whistle Blowing Policy.

10 CHILDREN MAKING DISCLOSURES TO STAFF

When dealing with disclosure, the process that staff should follow and guidance on its implementation is contained within this policy. It is vital to make sure that staff are aware of it and have the ability to apply it.

Consideration should be given to:

- how new staff are informed during induction
- how existing staff are reminded and updated
- informing additional adults visiting the school, e.g. sports leaders, volunteers and supply staff.

'Staff' refers to all school staff both teaching and support. Some support staff such as midday supervisors and sports coaches may find that pupils confide in them. Anyone who is available and accessible and who is trusted by the child is a possible audience. Sometimes it is just a case of being in the right place at the right time.

Guidance

The overall guiding principles that all staff should carry with them from induction include:

- always act where there are concerns
- seek advice and refer to the designated person – do not promise complete confidentiality
- do not investigate but do listen and reassure.

A member of staff or a volunteer who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Three stages of action

The actions that a member of staff should take can be divided into three stages:

Stage 1: Dealing with the disclosure as it happens; ensuring that the child's immediate needs are met and that they feel supported.

Stage 2: Ensuring that the Designated Safeguarding Lead is immediately informed.

Stage 3: Ensuring that details are recorded as soon as possible; that they feel satisfied that the disclosure has been followed up and is acted upon appropriately

Stage 1

When a disclosure is made to a member of staff it is most important that they understand that they do not have to investigate the disclosure themselves. The disclosure must always be taken seriously and dealt with according to procedures even if the truth of the disclosure is uncertain.

The member of staff should:

- Listen to the pupil, keeping calm and offering reassurance.
- Observe visible bruises and marks but not ask a child to remove or adjust their clothing to observe them.
- Allow the child to lead the discussion and to talk freely if a disclosure is made.
- Listen to the child without investigating.
- Avoid using questions such as 'Is there anything else you'd like to tell me?'
- Accept what the pupil says without challenge.
- Reassure them that they are doing the right thing in telling and that they recognise how hard it is for them to tell.

They should not:

- Press for details by asking questions such as 'What did they do next?'
- Lay blame or criticise either the child or the perpetrator.
- Ask the child to repeat what they said to a colleague.
- Promise confidentiality – but they should explain that the child has done the right thing and who will need to be told and why.

Stage 2

Once the immediate comfort and safety of the child is secured, the member of staff should inform the Designated Safeguarding Lead **within 10 minutes** of the disclosure. If the Designated Safeguarding Lead is not available then their deputy or the most senior member of staff available should be informed.

It can be particularly difficult to handle a disclosure which involves another member of staff. Staff should be given guidance in case of this possibility, including instances where the allegation is against the designated person. In such a case the Head Teacher should be informed. Where the designated person is also the Head Teacher then the chair of governors or safeguarding governor should be contacted.

The member of staff can make a referral themselves directly if they are concerned about the child's immediate safety and are having difficulty contacting the designated person or their delegate.

Stage 3

The member of staff receiving the disclosure should note down details as soon as possible. What is clearly etched at the time can become blurred after a few hours. Staff should understand that it is vital that they make clear and concise notes soon after the disclosure in order to complete a more detailed record and incident sheet later. Immediate notes should include:

- date and time
- place and context of disclosure or concern
- important facts provided, e.g. names mentioned.

Wherever possible, staff should record information on a 'pink recording sheet' as it was told to them using the language of the child rather than their own interpretation of it.

In the case of bruises or observed injuries, the body map (a drawing of a body outline, upon which the location of bruises/injuries can be indicated) on the reverse of the pink form must be completed. Any records should be then immediately given to the designated person and will be used by them during the referral process.

It is important that staff are instructed to report factual information rather than assumption or interpretation. They might convey their intuitive thoughts but these should be recognised as such and should not form part of the record.

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the designated person what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the local authority child protection team.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Finally, the school should evaluate the effectiveness of its policy, asking itself:

- Was the member of staff clear about the procedures to follow?
- Did the member of staff follow them appropriately?
- Do any adjustments need to be made to policy?

No one wants to receive a disclosure. Knowing what to do will make the process just a little bit easier.

11 PROFESSIONAL CONFIDENTIALITY

- Confidentiality (please refer to the CCA Confidentiality Policy) is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

12 ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

- It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.
- When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group then the Designated Safeguarding Lead should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker **immediately** and then record that they have done so and the actions agreed.

13 SUPPORTING PUPILS AT RISK

- 13.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 13.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.
- 13.3 This school will endeavour to support pupils through:
- The curriculum to encourage self-esteem and self-motivation.
 - The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
 - The implementation of the school's behaviour management policies.
 - A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
 - Regular liaison with other professionals and agencies who support the pupils and their families.
 - A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
 - The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
 - Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

13.4 This policy should be considered alongside other related policies in school. These are the policy for the Spiritual, Moral, Social and Cultural Development, Behaviour Policy (including our policy on Positive Handling and Positive Management Policy and our health and safety policy).

14 SAFE SCHOOL, SAFE STAFF

14.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

14.2 Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

14.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out within the school's Safeguarding Policy.

14.4 The Head Teacher or another Senior Manager should in the first instance contact the Education Safeguarding Service (**01924 326097**). Through discussion and consultation, a decision will be made whether to make a referral to Kirklees Social Care Services. Where the allegation is against the Head Teacher, the Chair of Governors will take this action.

14.5 If for any reason it is decided that a referral to Kirklees Social Care Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

15. POLICY REVIEW

- The Governing Body is responsible for ensuring the annual review of this policy.

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

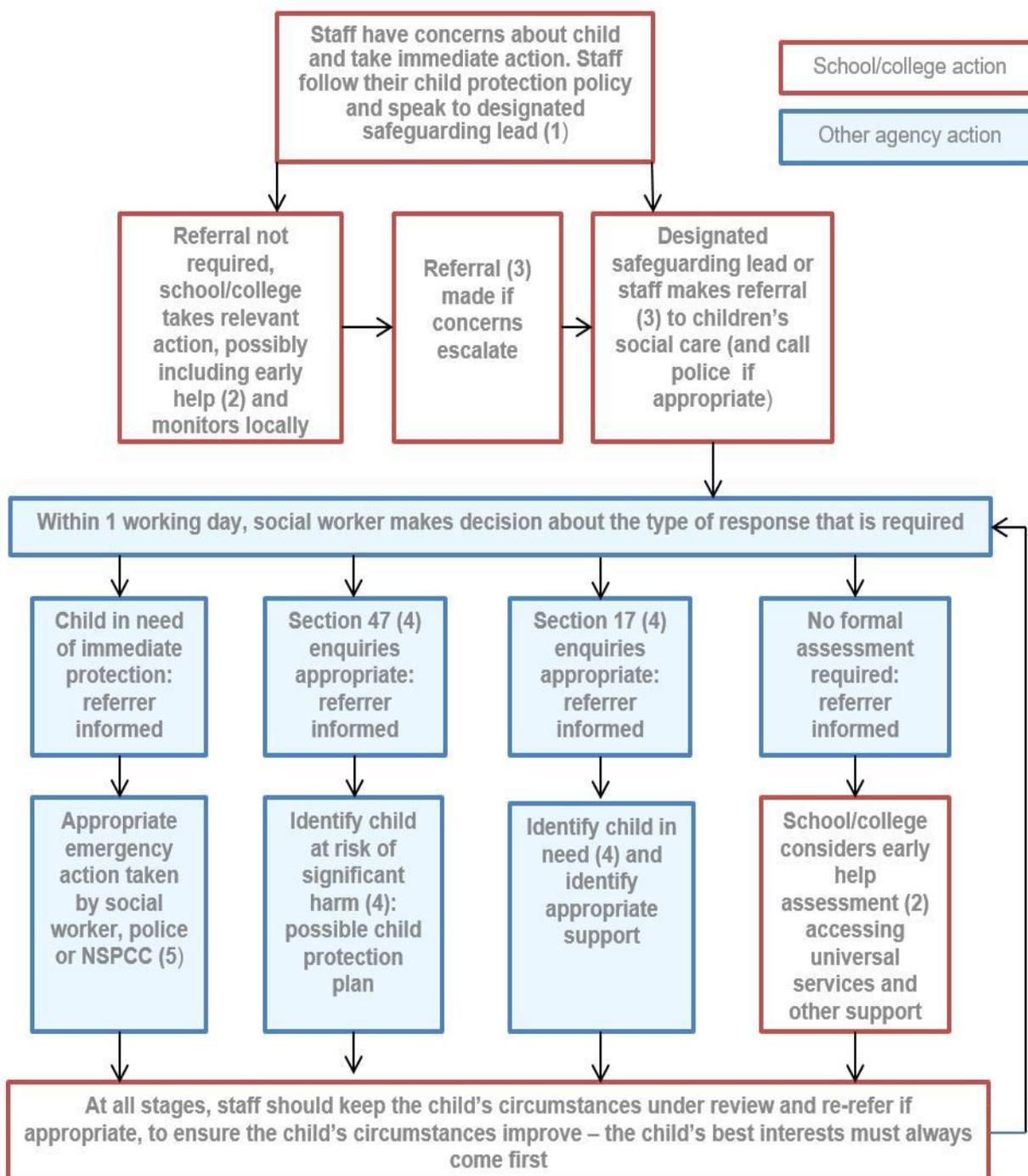
Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?
- Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.
- **Ensure First Aid is provided where required and then recorded appropriately.**
- A copy of the body map should be kept on the child's concern/confidential file.

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).