



# Safeguarding Children Policy

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Signed by:

\_\_\_\_\_ Headteacher  
\_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_  
Date: 1<sup>st</sup> February 2017

Next review date: Spring Term 2018

## **1. Introduction**

Hillside Primary School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with the school's requirements and procedures.

The following areas of school policy also concern aspects of Safeguarding Children:

- Safe Recruitment;
- Restrictive Physical Intervention;
- Sex and Relationships;
- Anti-bullying;
- Equality, Diversity and Cohesion;
- Gender Equality;
- Race Equality;
- Health and Safety;
- Confidential Reporting / Whistle Blowing;
- Educational visits;
- Prevent Duty;
- Anti-Terrorism
- Spiritual, Moral, Social and Cultural (SMSC);
- British Values.

## **2. *Underpinning Values***

Hillside Primary School believes that:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Individual children and family members must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.

- All information should be treated with confidentiality where possible. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict “need to know” basis.
- As professionals we should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do. Therefore Parent’s or Guardian’s permission or the child’s where appropriate, should be sought before discussing a referral about them with other agencies or before making a referral. Exception applies where seeking consent may itself place a child at increased risk of significant harm.
- Any explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

### 3. Procedures

#### *Making a referral*

***If staff have significant concerns or are uncertain about acting upon more unspecified concerns about any child they should make them known to the Designated or Deputy Designated Child Protection Staff (“CPS”). These concerns may include:***

- physical abuse;
- emotional abuse;
- sexual abuse or
- neglect. (Appendix 1 for detailed definitions)

Designated CPS	Deputy Designated CPS
K. Schonau	J. Rushton

The Designated or Deputy Designated Child Protection staff will then refer to the guidance procedures and the three thresholds for and types of referral that need to be considered. (See Appendix 1 for detailed definitions and guidance).

All concerns **must be** reported in writing to the designated officers using the Hillside Primary School internal recording form (‘Record of Concern Form’ - Appendix 2). Staff **must not**, however, carry out investigations into whether children have been abused. That is a matter for the specialist agencies and where necessary the Designated/Deputy Designated CPS will contact the appropriate authorities for information or further guidance. Professionals and members of the public should be aware that when contacting the local authority’s Emergency Duty Service that any information received which indicates that a child is suffering or is likely to suffer significant harm will be treated as a referral.

Any concern of a sexual nature relating to a child under the age of 13 **must** be referred to Emergency Duty Service by the Designated/Deputy member of staff.

Police Tel: 0300 123 44 55

Emergency Duty Service (EDS) (local authority): 01782 235100 (Office hours) or 01782 234234 (Out of hours).

This will be followed up with a written confirmation on the Multi-Agency Referral Form (MARF). A copy of this can be found in Appendix 4.

#### **4. Confidentiality**

**Staff must be aware that when a student discloses anything to them they have made it clear to the student/s involved that they cannot guarantee that anything they say will be kept confidential. All Staff need to inform students and parents that they cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare.** Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the School under local "children in need" procedures, but this may not be possible if the disclosure would place the child at risk of significant harm.

All staff should complete the Record of Concern Form (Appendix 2) as a confidential written record of any incidents. These must be passed to the Designated CPS. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.

#### **5. Curriculum and E-Safety**

Child protection issues will be addressed through the curriculum as appropriate, especially in PSHE and ICT lessons.

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc place an additional risk on our students.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

Hillside Primary School operates the following procedures to raise awareness about and to monitor Safeguarding issues:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- software is in place to highlight any person using inappropriate language and any student who may use ICT to intimidate another student;
- students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in Safeguarding concerns the designated child protection staff should be informed immediately);

- all students are required to sign an Internet and ICT user agreement; students are not allowed to use mobile phones during the school day.

The police may be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

## **6. Female genital mutilation (FGM)**

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

### **Indicators that may show a heightened risk of FGM include:**

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

### **Indicators that may show FGM could take place soon**

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## 7. Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **Step one – Identifying cases**

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

### **Step two – Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## 8. Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

### ***Training***

***The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.***

### ***Risk indicators***

#### ***Indicators of an identity crisis:***

- ***Distancing themselves from their cultural/religious heritage***
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?

- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

### **E-Safety Policy**

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

### **Extremist speakers**

The school's Lettings Policy prevents speakers who may promote extremist views from using school premises.

### **Building children's resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.

- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## Resources

The school will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

## 9. A child missing from education

***A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.***

***In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:***

- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## 10. Staffing Issues

- Hillside Primary School will ensure that all staff and volunteers are suitable to work with children and all adult details will be kept on the Single Central Record (SCR) in line with Local Authority (LA) guidelines.
- Any use of physical force or restraint against students will be carried out and documented in accordance with the relevant guidance in the Physical Restraint Policy.
- Any complaints about staff behaviour related to Safeguarding Children will be investigated by the Head teacher, Deputy Head teacher or by the Chair of Governors and dealt with in line with LA procedures. (Appendix 3)
- All Staff will receive Safeguarding Awareness Training in accordance to LA guidelines. (Appendix 3)
- All new staff will be made aware of internal and external safeguarding procedures.

- The Designated and Deputy Child Protection Officers will receive Safeguarding Awareness Training in accordance to LA guidelines. (Appendix 3)
- We always ensure that the staff recruitment panel has at least one member of staff who has undertaken the National School Safer Recruitment training.

## **7. Roles and Responsibilities**

### *Governing Body / IEB*

- Ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures, including attending meetings, collating and writing assessment reports, staff training etc.
- Understand child protection issues and the policies and procedures which are in place in the school to safeguard and promote the welfare of all students in the school.
- Review the Policy annually.
- Appoint a member of the Local Governing Body as the designated governor with responsibility for Safeguarding and E Safety (the “Child Protection Local Governor”). At the present time (November 2015) this is Mr D Gray.
- Attend Safeguarding Awareness training.
- Encourage Local Governors to attend the Safer Recruitment Training.
- The Child Protection Local Governor should be proactive in seeking out information about developments and issues related to safeguarding students and should meet with the Designated Child Protection Officer at least twice in an academic year.

### *Leadership Group*

- Monitor the role of and offer support to the Designated/Deputy Child Protection Officers.
- Monitor, evaluate and review policies related to Safeguarding.
- Ensure that all adults are suitable to work with children.

### *Designated and Deputy Child Protection Officer*

- Ensure that staff training on the schools procedures on the issue of safeguarding children is up to date and carried out in accordance to statutory guidelines.
- Act appropriately to all concerns reported by staff and take a decision if a referral is needed to the Emergency Duty Service Team.
- Ensure that all records are well maintained and follow confidentiality procedures.
- Attend initial Child Protection Conferences and any subsequent core group meetings if deemed necessary.
- The Designated Child Protection Officer should provide dates to the Child Protection Local Governor regarding when they could visit the school in order to gain an understanding of the developments and issues related to Child Protection.
- Inform parents and staff that the Policy is available on line.
- Ensure all new staff are aware of internal and external safeguarding procedures.

*Teachers and Support Staff*

- Complete a 'Record of Concern' form if they have any concerns about any student with reference to Safeguarding issues.
- Ensure that they are aware of Hillside Primary School's procedures on Safeguarding Children.
- Attend all statutory training delivered on the issue of Safeguarding Children.
- Attend any relevant meetings concerning a student who is subject to a Child Protection Plan if deemed appropriate.

The Local Authority contact is:

Dawn Casewell  
Swann House  
Boothen Road  
Stoke on Trent  
ST4 4SY

## **APPENDIX 1: Guidance on 'Whether this is a Child Protection Matter'**

Teachers are not required to be experts at recognising child abuse. That is not their responsibility any more than a doctor can assess a child's special educational needs or reading performance. All professionals involved in child protection must perform their own role within the process, not act some other person's role. But a very large percentage of child protection referrals for school-aged children come via schools. This is not surprising. Children spend more time at school than almost anywhere else; relationships with the adults there are important, especially to younger children. The task of teaching and non-teaching staff is to be sufficiently confident to recognise those situations which give most cause for concern and to refer them within the School's own and inter-agency procedures. School staff are also involved in the longer-term protection of children where they are living in situations of identified risk. Every School MUST have a designated person for child protection who has ultimate responsibility for practice and decision-making. The designated person must be a member of the senior leadership team. The designated person must also have at least one suitably trained deputy.

Governing bodies have a statutory duty under section 175 of the 2002 Education Act to ensure that effective policies and procedures are in place to safeguard and promote the welfare of students in the school, and that the school is sufficiently resourced to enable staff to carry out these duties.

### **Categories of Abuse**

All concerns need to be identified under four standard categories which are used by all agencies:

#### **Physical abuse**

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**

Is 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from 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, though it may occur alone.

## **Neglect**

Is 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);
- ensure access to appropriate medical care or treatment;
- it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs where their health, development or achievement may be adversely affected? Stoke-on-Trent's Children and Young People's Framework says practitioners should complete a Common Assessment Framework (CAF) when:

- age appropriate progress is not being made and the causes are unclear or
- the support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed.

Is this child in need? s17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
- their health or development is likely to be impaired, or further impaired without the provision of such services;
- they are disabled.

Is this a child protection matter? s47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm;
- children suffering the effects of significant harm;
- Serious health problems.

If this is a child in need, discuss the issues with the designated child protection teacher and parents. Obtain their consent for referral to Emergency Duty Service (see below) or any other agency.

If this is a child protection matter, this should be discussed with the designated teacher and will need to be referred to Emergency Duty Service by the school as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

### **Making referrals**

Where a child is registered at school, consultation must take place with the school's designated teacher or Child Protection co-ordinator who will often be the most appropriate person to initiate any referral. A written record of your concerns should be made using the internal recording form (Appendix 2). This should then be given to the Designated Child Protection teacher who will then make the decision if a referral is needed to the Emergency Duty Service Team

For referral to Emergency Duty Service phone 01782 235100 in office hours. You will need to follow this up with written confirmation on the Multi-agency referral form (Appendix 4).

### ***Confidentiality***

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

### ***Talking to and listening to children***

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should **NEVER**:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### ***Record keeping***

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

### ***Attendance at Child Protection Conferences***

The Designated Child Protection Teacher or their deputy will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or Head of Year to attend the subsequent core group meetings.



<b>CHRONOLOGY - To be completed by Designated Child Protection Officer / Lead :-</b>								
Number of Previous Records of Concern		Is child known to CAF Register	YES / NO	Is child known to Vulnerable Children & Corporate Parenting	YES* / NO	Previously on Child Protection Register	Yes	No
						*Child protection Plan	Current	Closed
						*Child in Need Plan	Current	Closed
Action Taken					By who		Date & time completed	
Outcome								
Action Taken					By who		Date & time completed	
Outcome								
Action Taken					By who		Date & time completed	
Outcome								
Action taken							Date & time completed	
Outcome								

Name of Designated Child Protection Officer		Signature	
Name of Parent		Signature	

### **APPENDIX 3: When an Allegations is made Against a Member of Staff**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. If an allegation is received by the Headteacher or Chair of Governors the following should be considered

Has the member of staff:

- 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 s/he is unsuitable to work with children.

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher not the designated child protection teacher (if the allegation is against the Headteacher then it should be dealt with by the Chair of Governors). The Headteacher /Chair of Governors should contact the Local Authority Designated Officer (LADO) for the education welfare service -

01782 235885

Chell Heath Road  
Chell Heath  
Stoke-on-Trent  
ST6 6PD

to discuss the allegation. This initial conversation will establish the validity of any allegation and if a referral is needed to Emergency Duty Service. If this is the case a strategy meeting will be called that the Headteacher /Chair of Governors should attend.

The decision of the strategy meeting could be:

- investigation by children's social care;
- police investigation if there is a criminal element to the allegation;
- single agency investigation completed by the school which should involve the School's Senior HR advisor.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

#### **Protecting yourself against allegations of abuse**

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;

- avoid working in isolation with children unless thought has been given to safeguards;
- must not give out personal mobile phone numbers or private e-mail addresses;
- must not give students lifts home in your cars;
- must not arrange to meet them outside of school hours;
- must not chat to students on social websites or via social media.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of physical force or restraint against students will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

### ***Recruitment, supervision and training for staff***

When recruiting new members of staff the School follows the guidance given in the Safeguarding Children: Safer Recruitment in Education, and the Stoke-on-Trent guidelines. The School ensures that CRB checks are undertaken in line with County Council HR policy and that references are taken up and obtained and that qualifications are verified.

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the Stoke-on-Trent Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the School's Safeguarding Policy and access to "*What to do if you are worried a child is being abused*".

They should also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training. The initial Child Protection training given to each member of the service should be updated every three years and recorded. For the Designated and Deputy Child Protection Staff the refresher training should take place every two years and be recorded.

Level Two courses are also available for the Designated and Deputy Designated Child Protection Teachers through the Stoke-on-Trent Safeguarding Children Board Training Programme. Application forms must be signed by the Child Protection Officer, Education Inclusion.

Further advice on Safeguarding matters can also be obtained by contacting Swann House on 01782 235100.

**If you have concerns about a student in relation to emotional/physical abuse or neglect please complete a 'Record of Concern Form' (Appendix 2). Please return these as soon as possible.**

**APPENDIX 4: SOTSCB Multi-Agency Referral Form (MARF) (Version May 2012)**

**OVER THE PAGE**



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## Multi Agency Confirmation of Referral to Stoke-on-Trent Vulnerable Children & Corporate Parenting Division and Staffordshire Children and Families Emergency Duty Service Service

This form should be completed when making a referral to Stoke-on-Trent Vulnerable Children and Corporate Parenting Division / Staffordshire Children and Families Emergency Duty Service Service. Where the referral is for a Child in Need the written consent of the person with parental responsibility should be obtained in all cases. This is to allow the sharing of information with other agencies. All urgent Child Protection referrals should initially be made by telephone and then confirmed in writing **within 24 hours** using this form. Concerns should be discussed with the child's parents, making them aware that a referral to Stoke on Trent Vulnerable Children & Corporate Parenting Division / Staffordshire Children and Families Emergency Duty Service Service has been made, **unless to do so would place the child at risk of significant harm, or any other individual at risk of serious harm, or lead to interference with any potential investigation.** The child's safety and well-being must be the overriding consideration in making any such decisions. Concerns should also be discussed with the child, in a manner consistent with their age and understanding, and the child's wishes and feelings should be ascertained.

Referrer Details					
<b>Referred by:</b>		Agency/Relationship to child/family			
<b>Address</b>				Post Code	
<b>Tel No</b>		<b>Mobile No</b>		<b>Email</b>	
<b>Date of Referral</b>		<b>Date of Telephone Referral if applicable</b>		Time	
Name of person receiving the referral					
<b>Is the parent/carer aware of the referral? Y/N</b>		<b>Is child/young person aware of referral? Y/N</b>			

Child/Young Person's Details			
Family Name		Name of Child	
		Known As	
Home Address	Postcode:	Tel No.	
		Mobile	
		E-Mail	
Current address if different from above	Postcode:	Tel No	
DOB/Expected date of delivery		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Not specified <input type="checkbox"/>

Is the child the subject of a Child Protection Plan? <b>Y/N</b>		If <b>Yes</b> , with which Authority?	
Has the child previously been the subject of a Child Protection Plan with another Authority? <b>Y/ N/ Not known</b>		If known, with which Authority?	
Is the child looked after? <b>Y/ N / Not known</b>		If <b>Yes</b> , which Authority is responsible?	

Child/Young Person's Ethnicity									
Asian/Asian British		Black/Black British		Mixed		Other		White	
Bangladeshi		African		White and Asian		Chinese		White British	
Indian		Caribbean		White and Black African		Gypsy/Roma		White Irish	
Pakistani		Any other Black background		White and Black Caribbean		Any other ethnic group		Any other white background	
Any other				Any other		Refused		Traveller of	

Asian background		Mixed background		Not yet obtained		Irish Heritage	
Nationality		Child's first Language		Parent's first Language			
Immigration Status	Asylum Seeker <input type="checkbox"/> Independent Leave to Remain <input type="checkbox"/> Refugee <input type="checkbox"/> Unaccompanied Asylum Seeking Child <input type="checkbox"/>			Home Office Registration No.			
Is an interpreter /signer required?	Yes <input type="checkbox"/> No <input type="checkbox"/>		Has this been arranged?		Yes <input type="checkbox"/> No <input type="checkbox"/>		

**Child/Young Person's Religion**

Buddhist  Christian  Hindu  Jewish  Muslim  Not given  Other   
 (please specify)

**Child/Young Person's Communication Needs**

Does child have a disability? Y/N	Detail	
	Preferred Method of Communication	

*Child/Young Person's Principal Carers*

Name	Date of Birth	Relationship to child/young person	Parental Responsibility? Yes or No

**Other household members noting if they hold Parental Responsibility for the child. (PR) Please include non-family members.**

Name (PR)	DOB	M / F	Ethnicity / Religion	Relationship	Also Referred? Y / N

*Significant others who are not members of child's household. Please note if they hold Parental Responsibility for the child.*

Name	Relationship	Address	Tel. No.


**Key Agencies** *(please tick if currently working with the family)*

	Name	Tel		Name	Tel
G.P	<input type="checkbox"/>		Nursery	<input type="checkbox"/>	
H.V	<input type="checkbox"/>		Police	<input type="checkbox"/>	
E.W.O	<input type="checkbox"/>		School Nurse	<input type="checkbox"/>	
School	<input type="checkbox"/>		Paediatrician	<input type="checkbox"/>	
YOT	<input type="checkbox"/>		Other	<input type="checkbox"/>	
CAMHS	<input type="checkbox"/>		Other	<input type="checkbox"/>	

<b>Has a Common Assessment Framework (CAF) assessment been completed? if YES, please attach to referral</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Date of CAF assessment</b>	
<b>Name of Lead Worker</b>		<b>CAF unique ref. number</b>	

<b>Has consent for a CAF assessment ever been refused?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Date consent refused</b>	
<b>Has any completed CAF assessment been attached to this referral?</b>			Yes <input type="checkbox"/> No <input type="checkbox"/>

**Known risks within this household?** (E.g. violent/aggressive individuals, drug use/dealing, weapons etc.)

**Reason for Referral**  
Please use the following headings to structure your referral and identify how a referral to Stoke on Trent Vulnerable Children and Corporate Parenting Division / Stoke on Trent Multi Agency Support Team / Staffordshire Children and Families Emergency Duty Service Service will address the issues you have highlighted and lead to an improvement in the situation. **Please include as much information as possible. (Remember that the assessment of the level of intervention required will be based upon the information that you provide.)**

1. Developmental needs of child - health, (growth & development) behaviour, family relationships, (including stable and affectionate relationship with carers) etc

2. Parents and Carers Capacity - safety and protection from harm and danger, emotional warmth (appropriate response to child's needs), stimulation (promoting child's development), promoting a stable family environment, ability to parent, absent parent/s

3. Family and environmental factors – family functioning and well being (family history, parental strengths and difficulties) includes housing, employment and social integration, any known offending

4. Please outline the services/interventions that have been provided to address these issues prior to this referral and the outcomes of previous involvement.

**Summary of Reasons for Referral**

<b>Consent</b> – where is evidence of consent kept?	
---	--

Have you discussed this referral with your Line Manager?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Details of Manager/Supervisor</b>			
Name		Tel No	
<b>Referrer's Signature</b>			

<b>Staffordshire referrals should be forwarded to:</b>	<b>Stoke-on-Trent referrals should be forwarded to:</b>
Responsive Services Staffordshire County Council Wedgwood Building Tipping Street Stafford ST16 2DH  Telephone 0800 131 3126 Fax: 01785 854223	ART (Advice & Referral Team) Children & Young People's Services Vulnerable Children & Corporate Parenting Swann House Boothan Road Stoke-on-Trent ST4 4SY  Fax no: 01782 235457 (Amended 01/05/12) Telephone: 01782 235100



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## MULTI AGENCY CONSENT FORM

### Child in Need or Child Protection Referral

N.B – Whilst good practice dictates that where appropriate, referrals should be discussed with parents/carers, **parental consent is *not* required where professionals suspect there are significant child protection concerns or where seeking consent may place another person at risk of significant harm.**

<b>Child's Name</b>		<b>DOB</b>	
<b>Name of person with Parental Responsibility</b>			

Obtaining and sharing information from other agencies is an important part of the Assessment Process, as it gives a fuller picture of your child's circumstances and needs and involves other professionals who may be able to offer services and support.

To do this your consent is normally required. The agencies that may be involved in sharing information are:

Education Service  
 School  
 School Health  
 Education Psychologists  
 Vulnerable Children & Corporate Parenting  
 Housing Providers  
 GP  
 Probation  
 Private Nurseries

Health Visitor  
 Hospital Consultant  
 Other Hospital Staff  
 Child & Adolescent Mental Health Services  
 Police  
 Department of Work & Pensions (Benefits)  
 Voluntary Organisations  
 Connexions  
 Others (please list)

### Declaration

\*I agree to the sharing of relevant information between any of the agencies referred to above for the purpose of assessing my child/children's needs; or

\* I agree to the sharing of relevant information between any of the agencies referred to above for the purpose of assessing my child/children's needs with the exception of: *[List all agencies with whom information cannot be shared.]*

I agree that the information provided can be recorded on a database and in case records and can be used by agencies as part of the planning process

(\*Delete whichever does not apply)

**\*\*Signed**

**Date:**

**(\*\*This signature must be that of the person who holds Parental Responsibility.)**