

Child Protection within Safeguarding

Policy and Guidance for Schools

Thornhill Primary School



***Mrs Green Head Teacher
Mrs Brown Chair of Governing Body***

Date:26.11.13

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Principles of the Policy

Children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents, with the Local Authority (LA) and with all relevant agencies and partners in child protection, in accordance with locally agreed procedures and practices.

Our policy applies to all members of the school community in its widest sense, including children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (Appendix 1).

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

- ◆ The Children Act 1989; Children Act 2004
- ◆ The Education Act 2002; Education and Inspections Act 2006
- ◆ Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children – DCSF March 2010
- ◆ The Local Safeguarding Children Board (LSCB) procedures (www.durham-lscb.gov.uk)
- ◆ What to do if you're worried a child is being abused – DfES 2006
- ◆ Safeguarding Children and Safer Recruitment in Education Settings – DfES January 2007
- ◆ Guidance: The use of force to control or restrain pupils (2010)
- ◆ Single CAF/CIN Procedures (Final) Nov.2011 Durham Intranet

In support of the ethos of our school, the staff and governors are committed to the following principles:-

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy should be accessible in terms of understanding and availability. As a result the definition of child abuse and the key signs and symptoms are known and understood by all, and procedures are known and understood by all.
- ◆ Our policy will be developed in consultation with our relevant partners in Child Protection.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

1. Overview: Safeguarding

➤ **Definition of 'safeguarding'**

'Working Together to Safeguard Children' 2010 (1.20) defines 'safeguarding and promoting the welfare of children as'

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and

undertaking that role so as to enable those children to have optimum life chances to enter adulthood successfully.

➤ **Duty to safeguard and promote the welfare of children**

Schools and Further Education institutions should give effect to their duty **to safeguard and promote the welfare of their pupils** (students under 18 years of age in the case of FE institutions) under the Education Act 2002, and where appropriate, under the Children Act 1989 (Working Together 2010, 2.155) by:

- creating and maintaining a safe learning environment for children and young people; and
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Schools also contribute through the curriculum by developing children's understanding, awareness and resilience.

This responsibility is re-iterated in 'Safeguarding and Safer Recruitment in Education' (2007)

➤ **Safeguarding within this school**

All staff and adults working at Thornhill Primary School recognise that they have a responsibility to safeguard every child in school. Safeguarding encompasses every aspect of school life and so there are areas of overlap between this policy and other school policies and documents, notably:

School Behaviour policy

Whole-school Anti-bullying policy, including cyber-bullying
Health and Safety policies
Medication in school/First Aid policies
Intimate care policy
School visits including risk-assessments
ICT/e-safety
SEN/LAC
Equal Opportunities

➤ ***Additional policies and guidance linked to CP***

Additional policies and guidance with specific links to Child Protection include:

- ⇒ 'Safeguarding Children and Safer Recruitment in Education Settings' 2007
- ⇒ 'Working Together to Safeguard Children' 2010
- ⇒ Durham Local Safeguarding Children Board Child Protection Policy (2011) www.durham-lscb.gov.uk
- ⇒ Durham Guidance for Common Assessment Framework
- ⇒ Single CAF/CIN Procedure (Final Nov.2011) DCC intranet
- ⇒ Managing Allegations against Staff (Appendix 5 of Durham LSCB Child Protection Procedures)
- ⇒ Safe Recruitment (LSCB procedures, Section 6)
- ⇒ Confidential reporting code, formerly whistle-blowing policy (DCC intranet, Policies and Procedures)

➤ ***Safeguarding throughout school life***

Together with adherence to procedures in the documents detailed above this school also safeguards children in the following ways:

- We aim to create and maintain **a caring ethos** where all children and adults feel safe, secure and valued. Our school operates as a listening school where children are able to approach adults with concerns. These will be taken seriously and relevant Local Safeguarding Children Board (LSCB) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

-**The curriculum**: children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve

conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others.

(PSHCE/SEAL) curriculum, Religious Education), Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues.

-Universal services and specialist support staff

(Could also provide details of phone numbers, times in school, have photographs displayed and contact arrangements)

The following professionals are also available to support individual children in school:

(Provide details of local One point hub)

The school nurse (Michelle McMurray)

Parent Support Adviser (Mrs. Overfield, Thornhill Primary School)

Educational Welfare Officer (insert name)

School Counsellor (insert name, location, how to contact)

Educational Psychologist (insert name)

Connexions service (insert name of adviser)

Child and Adolescent Mental Health Service

Learning support

Behaviour Support

Learning mentors

-The following **visitors** also contribute to our work to safeguard and promote the welfare of our students:

(Parish priest, Community police, Jet and Ben stranger Danger, Fire Brigade/safety carousels, domestic abuse workers, sexual health advisors/drop in sessions, drugs workers providing information and therapeutic cessation work)

-The extended day

(Specify activities more fully)

Breakfast club

Lunchtime activities, meals and supervision by catering/supervisory staff

After-school activities on and off site

These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Staff are reminded to respond to disclosures sensitively and appropriately. They must know the names of the Designated Teacher(s) for Child Protection and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

-Working with parents and carers

Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways:

(Add items here: surveys, questionnaires, parents evenings etc)

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:

(Newsletters, letters home, website, training/information sessions e.g. e-safety, bullying etc)

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate. This obligation is set out in our school prospectus/brochure (see Appendices 4 and 10).

➤ ***Safeguarding and Child Protection training for all staff/adults working in school***

This school complies with the advice laid down in 'Working Together to Safeguard Children' 2010 and 'Safer Recruitment in Education' 2007 to undertake regular training.

Every member of staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, the appropriate response to disclosures and the need for accurate recording. Staff will be told the name of the Designated Teacher for Child Protection and their role. Safeguarding responsibilities of all staff will be re-enforced before they start work. *(This policy along with a booklet covering safe professional practice, 'Behaviour Guidelines for Staff', will be made available to them. All staff will be made aware of the government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', DCSF)*

-There is whole-school training (twilight/INSET): every 3 years: 'Introduction to Safeguarding and Child Protection'
Date of last training:
A record of those trained may be found in the Single Central Record.

-Training for Designated Teachers in school is undertaken every 2 years

-The Nominated Governor with responsibility for Child Protection is *(insert name)*
Date of training:

-The Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'
Date they attended training and provider:

-There is a leaflet entitled 'Behaviour Guidelines for Staff and Volunteers' with important practical advice (Appendix 3)

2. Child Protection within safeguarding arrangements for all children/young people in school

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:

Safeguarding arrangements in school/Every Child Matters

Common Assessment Framework/ 'One point' integrated Working

Child in Need

Child Protection

The Rainbow of Care

- Child Protection s.47 1989 Act
- Child In Need s.17 1989 Act
- Common Assessment Framework
- Safeguarding in schools/universal services
- Parenting; life at home
- Every Child Matters

'Believe, achieve and succeed'
Children and Young People's Plan 2009-2012

➤ **Every Child Matters**

The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people's wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing

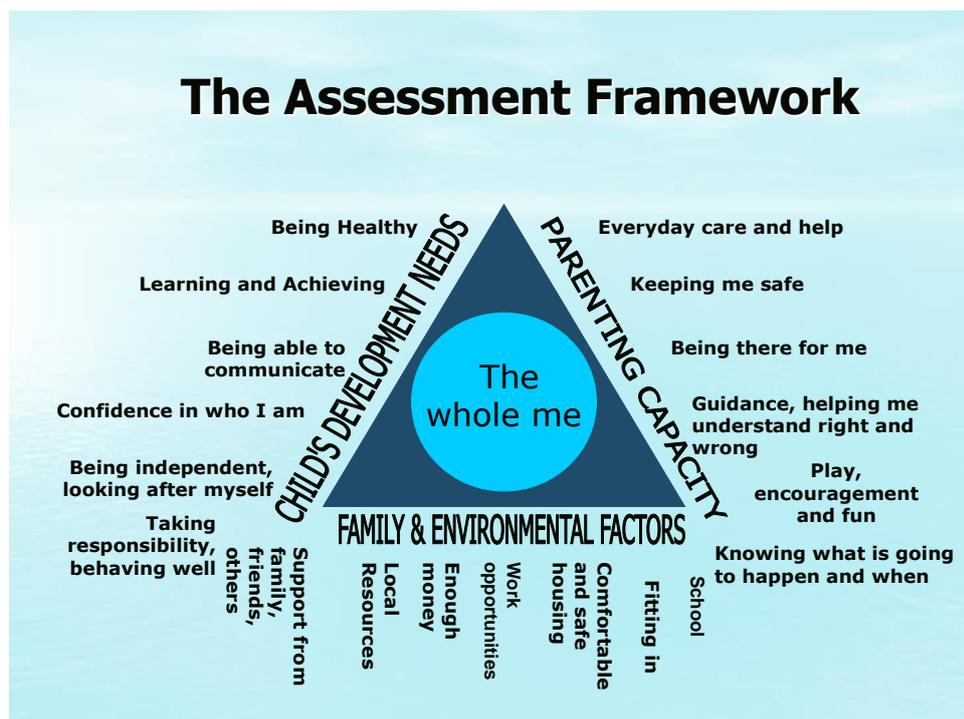
Education settings have a significant role in promoting these as part of their every-day safeguarding work with pupils.

County Durham Children's Trust has certain specific targets in its Children and Young People's Plan (2009-2012), but overall it aspires for children and young people in County Durham to 'Believe, Achieve and Succeed'.

Life at Home

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:

- Child's developmental needs (How I grow and develop)
- Parenting capacity (What I need from people that look after me)
- Family and environmental factors (The wider world)



Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

This school believes that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

Staff are made aware in training of the 'toxic four' issues in home life that could have an impact on the way children are parented (Munroe, 2010). The Government undertakes biennial research into Serious Case Reviews and this reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children in that household:

Domestic abuse (violence)

Substance misuse (alcohol and or drugs)

Adult mental health

Learning Disabilities

Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and can elevate and reduce risk.

➤ ***Signs and behaviours of concern***

'Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage' (Working Together 2010, 2.157)

These are discussed at the introductory course, Safeguarding and Child Protection, and the detailed definitions of the categories of abuse (Working Together 2010, sections 1.33-1.36) and certain possible indicators are listed in Appendix 1. It is vital that staff are regularly reminded of these between their three-year cycles of training. Adults working in school have this re-enforced in the following ways:

(Add details: case study discussion, staff briefings, notice-boards etc)

➤ **The Common Assessment Framework**

The all teaching and support staff have received training:

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. This is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team Around the Child arrangements. See www.everychildmatters for further details. (Our local One point hub and contacts are:)

➤ **Child in Need**

Section 17 of the 1989 Children Act
Working Together 2010 section 1.25
Durham Children in Need Procedures at www.durham-lscb.gov.uk

....'those (children) whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled'

This school recognises the importance of this work undertaken with the consent of parents and carers. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Child Care Plan meetings and the production of relevant reports for these.

➤ **Child Protection and significant harm**

Section 47 of the 1989 Children Act
Working Together 2010 1.26-1.29

Durham Local Safeguarding Board Child Protection Procedures at www.durham-lscb.gov.uk

Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

Our school understands that it is best practice to discuss any referral made to the Initial Response Service (0845 8505010) with parents/carers beforehand, unless by so doing it would place a child or young person at risk of further harm.

➤ ***Prepare for the unexpected***

Staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the Designated Teacher for Child protection without delay so concerns can be discussed with the Initial Response Service as soon as possible.

3. Child Protection policy for Thornhill Primary School

This policy applies to all staff, governors and volunteers working in school. There are six main elements to the policy:

- (1) Establishing a safe environment in which children can learn and develop
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding
- (4) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with his/her agreed child protection plan

(1) Establishing a safe environment in which children can learn and develop

This links to the school's overall safeguarding arrangements and duty of care to all students.

The following policies are relevant:

*([Link to the H&S Team Manual for reference on extranet](#))
(Add, with dates of completion and date for review;
membership of H&S sub-group on governing body etc)*

(2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children

(See Section 6.176 of the LSCB Child Protection Procedures)

The following staff have received Safe Recruitment training:
Mrs. Sally Green and Mrs. Joanne Jones 2013

-Our school will comply with the requirements outlined in the LSCB Procedures Section 6.176. All staff working with children require a CRB check. This includes ancillary and office staff.

The CRB check is carried out via the nominated person at County Hall.

-Our school will refer to its responsibilities regarding Child Protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms.

-Our school will undertake CRB checks on regular volunteers working in the school. This is good child care practice even though it may create tensions.

-Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.

-In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.

-Supply staff - ensure that appropriate CRB checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.

-Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.

-Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.

-Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.

-Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.

-Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding

➤ This school complies with the advice laid down in 'Working Together to Safeguard Children' 2010 and 'Safer Recruitment in Education' 2007 to undertake regular training.

➤ Every member of staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for accurate recording. They will be informed who the Designated Teacher for Child Protection is, their deputy and what this role entails. Safeguarding responsibilities of all staff will be re-enforced before they start work.

(This policy along with a booklet covering safe professional practice, 'Behaviour Guidelines for Staff', will be made available to them. All staff will be made aware of the government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', DCSF.)

➤ All adults working in school receive regular whole-school safeguarding and child protection training on a three-yearly cycle. The majority of staff receive training in twilight sessions or INSET days by the Safeguarding Children in Education Team from County Hall. The course is 'An introduction to Safeguarding and Child Protection in schools' (see SCiET Training Strategy document available on the Durham School's Extranet) Staff who miss these sessions or join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the Designated Teacher for Child Protection in school. Suggestions for in-house training for ancillary staff are given in the Safeguarding Newsletter

produced by SCiET and available on the Schools Extranet, part of the Durham Learning Gateway.

➤ Names of attendees at these sessions are recorded in the Safeguarding file along with the Single Central Record.

Date of last training:

➤ In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. We do this in the following ways in school:

(Briefings at staff meetings, written reminders etc)

➤ We have an induction and leaflet, 'Behaviour Guidelines for staff and volunteers', that offers guidance to staff and volunteers on the way they should behave when working with children, see Appendix 3. In addition, staff are made aware of the document: 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (January 2009)¹

➤ The following staff are responsible for coordinating Child protection and safeguarding work within the broader school curriculum and extended curriculum:

(Add names here and details of their areas of responsibility:

Ms K PSHCE programme etc)

➤ Training for Designated Teacher(s) and their deputies in this role is undertaken every 2 years as recommended in 'Safeguarding and Safer Recruitment in Education' (2007). Courses are delivered by the Safeguarding Advisors (Schools) from the SCiET at County Hall. Further information about the content of these courses is in the SCiET Training Strategy on the School's extranet.

(insert names of staff and dates of training undertaken)

➤ The Nominated Governor with responsibility for Child Protection is *(insert name)*

¹ Based on an original document by the Investigation, Referral and Support Co-ordinators network, commissioned by the DfES.

Date they attended training:

➤The Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'
Date they attended this training and provider:

(4) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

We raise child protection issues with children and their parents/carers in the following ways:

Children

- Awareness of IT, e-safety issues and cyber-bullying
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues)
- (Our SEAL/PSHCE curriculum covers related themes including safe touch, feelings and healthy relationships)

Parents/Carers

- Our school brochure, web site and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- Appendix 4 is a copy of the statement relating to safeguarding and child protection from our school brochure
- Newsletters, letters to parents about specific issues, our school web site and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect
 - current address and telephone contacts
 - which adults have parental responsibility
 - court orders which may be in force
 - children on the Child Protection list
 - the child's name at birth and any subsequent names (taking care over unusual spellings)

-any other changes in home circumstances

(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

➤ Names of Designated Teacher(s)

All staff, including part-time, peripatetic and adults working with children in school should be informed who the Designated Teacher(s) for Child Protection are. Crucially, this also applies to work-placement students and trainee teachers who might be the fresh new face that a child might disclose something important to.

(Mrs. Sally Green Head Teacher and Miss Samantha Overfield Deputy Head teacher.)

➤ Recording concerns

ALL concerns passed to the Designated Teacher(s) must be written, signed and dated on the relevant 'Concern' form (add correct name of these and where these forms can be found).

The more relevant details staff have observed the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark about an injury, but should not ask direct questions and never do so in front of other children.

Disclosures of worrying information by children must also be recorded on a 'concern' form. Any original notes/jottings/reminders made by the adult must be stapled to the form as first-hand information that could be important if a case went to court.

➤ Listening to Children and Receiving Disclosures

-We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them. Appendix 5 has the guidance from the Introduction to Safeguarding and Child Protection course.

-Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.

-Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.

-Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school

-If the child does not wish to continue and say anything further the adult should pass on the concern to the Designated Teacher who might wish to keep an eye on that student

-When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.

-Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.

-If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to.

Please remember:

- (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) the member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) should not probe for any information that the child does not volunteer.

➤ **Recording and Response of Designated Teacher**

All information received should be stored in the child's 'concern' file. This is kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). In the event of one Designated Teacher being out of school it is vital that concern file records can be easily accessed.

Good practice is to have a simple 'chronology of events' sheet at the start of the file. This enables more efficient regular monitoring of children's files as part of the on-going work of the Designated Teacher.

Schools could make use of the official LSCB chronology template, downloaded from the internet site. These have to be completed, along with a report, for Initial Child Protection conferences. Care must be taken not to alter the fixed widths of columns on this template.

➤ **Discussing concerns with the Initial Response Service
0845 8505010**

Section 5 of the LSCB Child Protection procedures (5.16-5.47) and 5 flowcharts, pages 186-190, www.lscb-durham.gov.uk

The child's concern file has basic details of name (previous/present surnames), date of birth, address, parents/carers and telephone contact details. It is essential to record the name of the colleague spoken to at the Initial Response Service, the time and details of advice given.

If a concern is taken up as a **referral** under s47: Child Protection, actual or likelihood of significant harm, parents or carers should be informed of this **unless to do so would place the child at further risk of harm.**

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. IRS will be informed immediately if the injuries are linked to a Child Protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to contact the IRS they should phone the Police on 0845 6060365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

<p>Police Switchboard: 0845 6060365 Ask for the nearest local Vulnerability Unit to school</p>
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➤ **Referrals followed up in writing**

Referrals will be followed up in writing on the appropriate form, see Appendix 6.

The information will be sent via secure e-mail to the IRS, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a gx account. A copy is kept on the child's concern file.

If a member of staff feels that the Designated Teacher and/or Head Teacher are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with the IRS themselves.

**Initial Response Service
Abbeywoods Business Park
Pity Me
Durham
DH1 5TH**

Telephone: 0845 8505010

Fax: 0191 383 5752

Attendance at Strategy meetings

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. LSCB procedures section 5.56-5.74 have detailed guidance about these meetings, www.lscb-durham.gov.uk

There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.

School staff may be invited by a Safeguarding Team to a strategy meeting. These multi-agency meetings are called to decide whether a s47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings that are usually held at the offices of Safeguarding Teams. (School is able to

offer a venue if there is a suitable room where confidentiality can be assured).

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give reassurance to the child.

All information should be treated with discretion and confidentiality and shared on a 'need to know' basis only.

If concerns are not substantiated following the s47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child (See LSCB procedures 5.75-5.81)

(6) Supporting pupils who have been abused in accordance with his/her agreed child protection plan: multi-agency work.

4. Multi-Agency Work

➤Initial Child Protection Conference

See LSCB procedures 5.82-5.112

Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference.

This conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be **15 working days** after the last strategy meeting.

School responsibilities

-Attendance

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for Education Welfare or Parent Support Officers to attend *if they have a working knowledge of the child or family*.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the LSCB procedures.

The person attending the conference should be knowledgeable about the child. School will determine the most appropriate colleague: Class Teacher, Head Teacher, Designated Teacher for Child Protection.

This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

-Preparation of a report

There is a template available to facilitate report-writing (see Appendix 8). The Designated Teacher or Head Teacher should support less experienced colleagues with the preparation of this document.

The report will contain objective facts and provide evidence to support the views contained within it. It will refer to all aspects of the child's life in school, noting specific changes or areas/situations where the child's attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

-Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the LSCB website www.durham-lscb.gov.uk.

-Sharing of the report

This may cause tensions between school and the child's parents and carers but this is in line with LSCB procedures and is the responsibility of all professionals attending the conference. The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference. If there are areas of the report which are confidential then the Designated Teacher should contact the Independent Reviewing Officer who chairs the conference. *(Schools might wish to detail staff names and dates if they have attended the LSCB Level 3 course: The Child Protection Conference)*

The report will be passed to the Conference Clerk via the secure e-mail system ready for dissemination to other professionals attending the conference.

➤ Membership of a Core Group

(See LSCB Child Protection Procedures section 5.113 onwards)
This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

The merged multi-agency chronology will be regularly updated as part of this on-going work.

➤ Review Child Protection Conference

(See LSCB Child Protection Procedures section 5.136 onwards)
The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child to complete the tasks assigned in the Child Protection Plan. This report should

be shared **7 days** before the conference takes place. A template is available in Appendix 9.

5. Information-sharing

(1) Parents/Carers

Staff and Head Teacher must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm.

The Designated Teacher should discuss the matter with the Initial Response Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents must be aware that once matters have been referred to the Initial Response Service the school can only explain the procedure and is not able to give 'progress reports' on the case.

(2) School staff

There is a delicate balance to be kept between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

(3) Children transferring to another school

When a child on the Child Protection List moves to another school the Designated Teacher will inform the new school immediately and arrange the handover of confidential information separately from other records.

If a child for whom there are existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one Designated Teacher to another. This might be the best way to fully appraise the new school of sensitive information.

Any child transferring to another school (or at the end of a key stage) will have the concern file, if one exists for that child, passed on to the Designated Teacher of the new school separate from their main academic records.

(4) County Guidance and protocols

(See LSCB website for further details, 'Information sharing')

Eight Golden Rules for Information-sharing and flowchart

County Durham Protocol for Working Together in the Delivery of Services to Adults and Children

Section 2.4.2, Roles and Responsibilities (p.??) lists eight golden rules for collaborative working. These are summarised on an A4 sheet in Appendix 10

Designated staff at our school are aware of the need to share information appropriately. Both of the documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the Initial Response Service without delay. These concerns must always be followed up in writing.

This school takes care to ensure that information about a child is only given to the appropriate person. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

**Further advice about legal issues is available from
Corporate Legal Services:
Julian Wilson 0191 383 3879**

6. Allegations against staff

(Refer to LSCB procedures, section 6.173 and Appendix 5 of those procedures. In addition there is a summative flow-chart used in the Introductory training for schools, see Appendix 11).

-Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

-On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer) and/or informing the Initial Response Service. If the LADO is unavailable there should be no delay in discussing with IRS.
The Head Teacher must not start to investigate.

-Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and the Initial Response Service. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

Local Authority Designated Officer (LADO)

Marilyn Brown

01207 562144; 0191 383 6554; 07825841729

Initial Response Service

0845 8505010

-Investigations will be carried out by the appropriate agencies.

-In dealing with any allegation the Head Teacher and governors need to balance:

The seriousness of the allegation.

The risk of harm to pupils.

Possible contamination of evidence.

The welfare of the person concerned.

-Suspension of the member of staff will be considered

(a) if there are any grounds for doubt as to the suitability of the employee to continue to work

(b) where suspension may assist in the completion of an investigation.

-Suspension will be carried out in line with LA guidelines. Head Teachers may find it useful to contact the LA Human Resources Department for guidance.

-During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.

-A disciplinary investigation will be carried out.

-Detailed records will be kept by all parties involved.

-Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

7. Safe Touch

Touching Children other than to Restrain

(Our school has a policy/guidelines on the use of touch, including an Intimate Care policy and this includes such points as:)

- assisting in the washing of young children who have wet/soiled themselves
- intimate care risk assessments for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching, CDT
- administering First Aid
- supporting younger children and children with special needs who may need physical prompts or help
- giving appropriate comfort to a child who is distressed
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
- ensuring a consistent approach where staff and pupils are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

8. Physical control and restrictive physical intervention

Our school has adopted the model Local Authority policy on the School's extranet, 'Policy on the use of Restrictive Physical Interventions'.

Our school policy relates to the following pieces of legislation:

-Education Act 1996

-Education and Inspections Act 2006

-Violent Crime Reduction Act 2006

-Apprenticeships, Skills, Children and Learners Act 2009

-Guidance: The use of force to control or restrain pupils (2010)

-Our school Policy on the Use of Restrictive Physical Interventions gives guidance on:

- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used

-The Policy also makes it clear that corporal punishment is NOT allowed.