

Carr Mill Primary School



Child Protection Policy 2016

Policy reviewed and updated April 2016
To be agreed by the Governing Body in Summer term 2016

Signed.....Dated.....

To be reviewed March 2017 – or sooner if considered necessary.

CONTENTS

Carr Mill School Safeguarding Statement

1. Introduction
2. Definitions
3. Accountability
4. Common Assessment Framework
5. What to do if you have a safeguarding concern
6. Process to follow if a child makes a disclosure to you that may relate to abuse or possible abuse.
7. Recording, Maintenance and Transfer of Records
8. Role & Responsibilities of Senior Designated Person
9. Role and Responsibilities of Governing Body and Nominated Governor
10. Role and Responsibilities of Staff
11. Allegations Management

Appendices

1. St Helens Schools and Children's Social care Joint Working protocol
2. Escalation process
3. Cause for Concern Form
4. Front Sheet for Child Protection Files

Carr Mill Primary School Safeguarding Statement

Section 175 of the Education Act 2002 places duties on governing bodies of maintained schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school.

In order to fulfil these duties and those set out in section 157 of the Education Act 2002, Carr Mill Primary school has in place the following arrangements:

- A clear line of accountability for the provision of services designed to safeguard and promote the welfare of children.
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Arrangements which set out clearly the processes for sharing information with other professionals and the Local Safeguarding Children Board (LSCB).
- A designated professional lead for safeguarding who has a clearly defined job description and the necessary support and time to fulfil their role effectively.
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children.
- Appropriate supervision and support for staff, including undertaking safeguarding training.
- Clear policies in line with those from the LSCB for dealing with allegations against people who work with children.

In addition we have regard to specific guidance as follows:

- HM Government publication *'Keeping Children Safe in Education'* published September 2016.
- HM Government publication *'Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children'* published March 2015.
- DfE guidance for schools, *'Safeguarding children and safer recruitment in education'*. April 2012.
- **St Helens** Safeguarding Children Board (St Helens LSCB) procedures and protocols to support consistency in multi-agency safeguarding and child protection processes.
- *Guidance for safer working practice for adults who work with children and young people. (2009) St Helens* Safeguarding Children Board.
- *Department for Education (DfE)* guidance on various areas of safeguarding practice in schools, for example: managing allegations of abuse, bullying and e-safety.

At Carr Mill Primary School we are committed to safeguarding and promoting the welfare of all children and we recognise that safeguarding does not only refer to multi-agency early intervention processes, child protection, safer recruitment and the management of allegations against staff, it permeates all aspects of school life.

In seeking to provide our children with a safe and secure learning environment we make the following commitments to safeguarding:

- Leaders and managers make safeguarding a priority across all aspects of our work in school.
- We have rigorous vetting procedures in place for staff and other adults.
- We have a clear child protection policy, and other policies and procedures highlight good safeguarding practice.
- Child protection arrangements are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried.
- High priority is given to training in safeguarding and that issues that particularly impact on our community are highlighted.
- We ensure that there is good communication within our school and with our partners.
- There are robust arrangements for site security.

- The curriculum is flexible and helps to promote safeguarding.
- We promote mutual respect, good behaviour and attendance, helping pupils to feel secure and well-protected.
- Our school routines and relationships promote safety and trust.
- Risk assessments are taken seriously and used to good effect in promoting safety.
- We listen to the views of our pupils about aspects of school life associated with safeguarding, and involve them in reviewing, revising and enhancing school policies and activities.
- We seek to work in partnership with parents/carers, local partners and statutory agencies to benefit the welfare and safety of our pupils.

Senior Designated Person (SDP) for Safeguarding and Child Protection

Name: Mr Andrew Maley

Role: Head Teacher Date of most recent level 2 training: July 2015

If this person is not available the Deputy SDP is:

Name: Jeanette Jones

Role: Pastoral Manager Date of most recent level 2 training: February 2014

Date of most recent whole staff training: November 2014

Link member of the Governing Body

Name: Zoe Williams

Date and details of training received: TBC

Please note that if you are ever concerned about the welfare of a child or family you must contact Social care on 01744 676600 or the out of hours Emergency Duty Team on 08450 500148.

1.0 INTRODUCTION

- 1.1 Carr Mill Primary fully recognizes its duty toward safeguarding and promoting the welfare of children under Section 175 of the Education Act 2002. (Section 157 for Academies)
- 1.2 The aim of this policy is to establish a 'whole School' approach to Safeguarding Children, in order to:
- Protect children from maltreatment
 - Prevent impairment of children's health or development
 - Ensure that children are growing up in circumstances consistent with the provision of safe and effective *care and taking action to enable all children to have the best outcomes.*
- 1.3 Carr Mill Primary will prevent abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns.
- 1.4 Safeguarding children and young people will be reflected throughout the curriculum.
- 1.5 The School will protect children at risk of abuse and neglect by having Safeguarding Procedures in place that reflect current legislation, guidance and best practice.
- 1.6 The School also ensures that safer recruitment practices are followed when recruiting staff at all levels across the school, including volunteers. Induction and continuous staff training on safeguarding children relevant to role and responsibilities is also provided.
- 1.7 This policy has been written in consultation with St Helens Safeguarding Children Board and with reference to the following key documents:
- Children Acts 1989 & 2004
 - Education Act 2002
 - Safeguarding Vulnerable Groups Act 2006
 - *Working Together to Safeguard Children' (DFE 2015)*
 - *What to do if you're worried a child is being abused' (Dept of Health, 2015)*
 - *'Safeguarding Children and Safer Recruitment in Education' (DfES 2012)*
 - *St Helens School and Children's social care Joint working Protocol (2012)***Appendix 1**
- 1.8 This policy should be viewed alongside the following other School policies which have relevance to safeguarding and promoting the welfare of children:
- Code of Conduct
 - Health and Safety/ Health Care Plans
 - Behaviour Policy
 - Whistleblowing Policy
 - Allegations Management Policy
 - Anti-Bullying Policy
 - Care & Control Policy
 - Administering Medications Policy
 - Missing Child Policy
 - Drugs Education policy
 - Risk Assessment Policy
 - Diabetes policy
 - Asthma Policy
 - Intimate Care Policy
 - Drugs and Substance Misuse Policy
 - E-Safety Policy
 - Safer Recruitment Policy
 - Educational Visits Policy
 - Anti Harassment and Anti Bullying and hate Crime Policy

- Attendance Policy
As well as references to Safeguarding across the curriculum to ensure risk assessments and safeguarding is embedded throughout all teaching and activities.

- 1.9 Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the School. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.
- 1.10 This policy applies to all staff (including paid staff and volunteers, permanent / temporary / ancillary / supply contracts), governors and students on placement.
- 1.11 This policy replaces Safeguarding Policy May 2015

2.0 DEFINITIONS

2.1 Child

A child is anyone who has not yet reached their 18th birthday.

2.2 Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children. Abuse of children can take a variety of forms, as described below:

2.3 Physical Abuse

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.

2.4 Emotional Abuse

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
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction
- causing children to see or hear the ill-treatment of another, such as DV or abuse.
- serious bullying (including cyber bullying)
- causing children frequently to feel frightened or in danger
- 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.

2.5 Neglect

- Neglect is the persistent failure to meet a child's basic physical and 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, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment

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

2.6 Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve: -

- physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet) , being abused through prostitution or sexual exploitation.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

2.7 Female Genital Mutilation or FGM

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however children living in the United Kingdom are still at risk of this form of abuse.

Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first generation immigrants, refugees and asylum seekers.

Key Points:

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 15.
- It has been a criminal offence in the United Kingdom since 1985.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison.

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood.
- Gender identity – moving from a girl to a woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean.

Risk Factors include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

2.8 Forced Marriage

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

Potential warning signs or indicators that a child is at risk of Forced Marriage

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility

- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Carr Mill Primary acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school attendance policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Safeguarding Person (DSP) who will make appropriate contact with Children's Social Care or the Police. The Forced Marriage unit can be contacted for advice and help in making the referral.

2.9 Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy (2010) as:

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- Identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal crisis – the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/ reintegration
- Special Educational Needs – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

Carr Mill Primary work reflects the governments PREVENT strategy in their approach to radicalisation and extremeism. Staff are required to complete online training on the PREVENT strategy that relates to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC. The SPOC will then refer on to the local PREVENT officer, Children's Social care and /or the Police.

The PREVENT single point of contact (SPOC) in school is the Designated safeguarding Person Andrew Maley.

2.10 Child Sexual Exploitation

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Warning Signs and Symptoms of Child Sexual Exploitation

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol.

How do we manage suspected cases of Child Sexual Exploitation?

Carr Mill Primary will respond to suspected cases of Child Sexual Exploitation in relation St Helens LSBC safeguarding procedures.

If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Safeguarding Person Mrs Rachael Brookes immediately. That child or young person will then be referred onto Social Care.

2.11 Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). A private foster carer may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Safeguarding Person who will make the referral.

3.0 ACCOUNTABILITY

3.1 All staff, volunteers and governors working in the school, are responsible for the operation of this policy.

3.2 **The Senior Designated Person for the school is:
Mr Andrew Maley, Head Teacher Carr Mill Primary 01744 678223**

**In their absence, the Deputy Designated Person is:
Miss Jeanette Jones, Pastoral Manager, 01744 678223.**

3.3 **In addition, the governing body has a Named Governor for Child Protection. The Named Governor for Child Protection is:
Mrs Zoe Williams, 07528 689538**

3.4 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Senior Designated Person or, in their absence, the Deputy Designated Person. This must be done immediately that the disclosure/suspicion is made/arises. A Cause for Concern form (see Appendix 1) should also be completed, which is then held by the Senior Designated Person. If the disclosure/suspicion relates to the Senior Designated Person, a report should be made to the Deputy Designated Person.

3.5 The Senior Designated Person has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering or likely to suffer significant harm. Where a professional disagreement occurs between workers when working with children and families, the LSCB Escalation Policy should be referred to.

3.6 Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.

3.7 The Senior Designated Person may contact First Response, Children's Social Care for advice, if unsure as to whether a referral is appropriate.

3.8 The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.

- 3.9 The Senior Designated Person will make every effort to attend any meetings resulting from the safeguarding process to which the School is invited. If the Senior Designated Person or their Deputy is unable to attend a report will always be submitted.
- 4.10 The Senior Designated Person is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.
- 4.11 The Senior Designated Person and deputies must complete all safeguarding training relevant to their role. This must be up-dated at least every two years.
- 3.12 All staff working in the school must be given a copy of the Safeguarding Children Policy immediately upon starting work at the school as part of their induction.
- 3.13 All staff working in the school must undergo safeguarding children training appropriate to their role as part of their induction and at a minimum of every three years thereafter.
- 3.14 The Governing Body will undergo Safeguarding training specific to their role and responsibilities at a minimum of every three years. The Nominated Governor for Child Protection will attend appropriate training at least every two years. Personal information such as details of names and addresses should be removed in all reporting to the Board of Governors.
- 3.15 A summary of safeguarding cases that have been dealt with by the school will be reported to the Board of Governors on an annual basis.
- 3.16 The Board of Governors shall be responsible for ensuring that the school has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.

4.0 Common Assessment Framework (CAF)

Some children need early help and support services. The CAF a process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or their parent/carer, raises a concern with a member of staff
- A child's needs are unclear, or broader than the member of staff's service can address.

The process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory.

The St Helens First Response Team advise and support professionals around the CAF process; and help professionals to identify the most appropriate support services for a family's identified needs.

In order to best support our children and families, Carr Mill Primary will participate fully in the CAF/Early Help process and will show willing to take on the role of Lead Professional where appropriate.

5.0 WHAT TO DO IF YOU HAVE A SAFEGUARDING CONCERN

- 5.1 All of us have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Senior Designated Person without delay. Staff and governors should not investigate possible abuse or neglect themselves.
- 5.2 The Senior Designated Person will consider the information they have received and will determine what action should be taken by the school. They must record the outcome of this decision making process.
- 5.3 If the Senior Designated Person is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Duty Social Worker in the First Response Team for advice.
(01744 676600)
- 5.4 If the Senior Designated Person feels that the concern should be addressed via the Common Assessment Framework (CAF) or Think Family processes, then they should contact the child's parent(s) to request consent

to proceed. If the parent(s) refuses to give consent, the Senior Designated Person should consider how to proceed, including if refusal increases the risk of harm to the child.

5.5 Where the Senior Designated Person feels that the information indicates that a child is in need of protection, they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care First Response Team, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

5.6 All referrals must be followed up in writing within 24 hours. If the school does not receive a written response of the outcome to the referral from Children's Social Care within three working days, the Senior Designated Person should contact the Duty Social Worker immediately.

6.0 Process to follow if a child makes a disclosure to you that may relate to abuse or possible abuse.

6.1 If a child makes a disclosure of abuse to you:

You should:

- Listen and keep calm. Do not interrupt.
- You MUST NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why.
- Observe visible bruises and marks but do not ask a child to remove or adjust their clothing to observe them.
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions. For example, if the child says that they have been hurt, ask "how did you get hurt?" rather than "did someone hit you?"
- Write down what has been said immediately afterwards in words used by the child and yourself to the best of your memory.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanor of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- The matter should be immediately reported to the Senior Designated Person, and all records taken should be handed over at this time.
- If in doubt seek advice from the Senior Designated Person.

7.0 RECORDING, MAINTENANCE & TRANSFER OF RECORDS

7.1 All safeguarding concerns should be recorded on the Cause for Concern Form (see Appendix 1). Such records should be maintained in a Child Protection File separate to the child's pupil file. (See Appendix 2 for exemplar front sheet for Child Protection File.) Access to such records should be on a need to know basis only.

7.2 Individual files should be clearly organised in chronological order and all entries should be signed in a legible manner, and dated, by the person making the entry. This should include their role/designation at the school.

7.3 Such records will be kept in a locked filing cabinet. The Senior Designated Person and their Deputy will keep the keys.

7.4 When/if a child transfers between schools the Senior Designated Person will be responsible for transferring the child's Child Protection File to the new school. The Senior Designated Person will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. The file should be copied and transferred as soon as possible, but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible. The original file will be kept in school until D.O.B. plus 25 years.

8.0 ROLE & RESPONSIBILITIES OF SENIOR DESIGNATED PERSON

- Provide support, advice and guidance to colleagues
- Share good practice
- Recognize signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate
- Ensure there is always cover for the SDP role by having a named deputy or team of deputies
 - Liaise with relevant agencies (where appropriate) to inform the decision on whether to make a referral to Children's Social Care (First Response, Safeguarding Unit, etc.)

- Attend and effectively contribute to Think Family meetings, Case Conference, Core Groups, Child Looked After reviews and any other meetings requested by other agencies. Provide written reports at such meetings. If unable to attend, send apologies and submit a comprehensive written report
- Ensure the organisation's child protection and safeguarding related policies are up to date and reviewed annually. Work with the governing body / named governor regarding this
- Ensure every member of staff has access to and understands the school's child protection and safeguarding related policies (including whistleblowing, etc.)
- Ensure that parents have access to and have seen the Child Protection policy which alerts them to the fact that referrals may be made and the role the establishment has in this to avoid possible future conflict
- Ensure pupils are also aware of the Child Protection policy (child friendly version of policy)
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure these records are stored in a locked filing cabinet and are not accessible by staff / pupils
- Monitor and track students who are subject to Children's Social Care intervention
- Provide an annual report for the governing body that includes as a minimum: anonymised information on the number and type of incidents/cases, numbers of referrals to Children's Social Care and numbers of children subject to a protection plan; detailing any changes to safeguarding related policy and procedures; training undertaken by the Senior Designated Person, their deputy and by all staff and governors.
- When pupils leave the school, ensure their child protection file is copied and transferred as soon as possible, but separately to the main school file. Ensure that this file is hand delivered and signed for where possible. Keep the original file in school.
- Ensure all staff have safeguarding training as part of their induction and attend subsequent training appropriate to their role, at least every 3 years.
- Attend training appropriate to the role of SDP at least every two years

9.0 ROLE & RESPONSIBILITIES OF GOVERNING BODY AND NOMINATED GOVERNOR

9.1 Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements. The Senior Designated Person should liaise with the Nominated Governor for Safeguarding so that the Nominated Governor can report to the governing body about safeguarding issues. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the Nominated Governor and the Senior Designated Person to present the report together. All governors have a responsibility to ensure the school's safeguarding measures meet statutory requirements and all should know what to do if they have concerns about a child.

10.0 ROLE & RESPONSIBILITIES OF STAFF

- 10.1 Through regular contact with children staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the designated child protection staff without delay.
- 10.2 Staff will ensure that they are able to recognize possible indicators of abuse and neglect and know who to report their concerns to.
- 10.3 Staff will report any safeguarding concerns to the Senior Designated Person without delay.
- 10.4 Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our pupils.
- 10.5 Staff will develop effective links with other agencies in the interests of child welfare.
- 10.6 Staff will ensure that they attend safeguarding training appropriate to their role at least every three years.

11.0 ALLEGATIONS MANAGEMENT

- 11.1 Where allegations against a staff member are made, the Headteacher will be notified immediately. In the event that the Headteacher is not available, or the allegation concerns them, the Chair of Governors should be contacted.
- 11.2 St Helens Procedure for managing allegations against people who work with children and young people should be followed in all cases where it is alleged that a member of staff has:

- Behaved in a way that has harmed, or may have harmed a child.
 - Possibly committed a criminal offence against, or related to, a child
 - Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.
- 11.3 Responding to the allegation in a timely and fair manner is essential. The school needs to consider what immediate actions are required to reduce any risk to children within the school. This may include the staff member being moved to a position in the school where they have no contact with children, or could include that the person is suspended from duty whilst an investigation is undertaken.
- 11.4 A referral should be made to the Local Authority Designated Officer (LADO), Chris Mumford, who, where appropriate, will arrange for a Strategy Meeting to be undertaken. In the event that the LADO is not available the school should request to speak with a duty worker within the Safeguarding Unit. The contact details for the LADO are 01744 456600.
- 11.5 The school should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further.
- 11.6 The school needs to ensure that the staff member is made aware that an allegation has been made, but should not be provided with any further details initially. They should be advised of the procedures regarding allegations and that they have appropriate support.

12. Monitoring and evaluating of safeguarding at Carr Mill Primary School.

All vulnerable children are identified on a matrix of vulnerability which is colour coded according to needs. Those requiring specific academic support/ intervention are identified on an intervention map. Both the intervention map and matrix of vulnerability are reviewed termly and the impact of interventions/ support monitored. The pastoral manager tracks progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Head teacher and Governing Body in an annual report.

Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of ASTI surveys which are completed by children, stakeholders and parents on an annual basis. Strengths and areas for future action are identified. Results are shared with staff, parents and governors.

Appendix 1

St.Helens Schools and Children's Social Care Joint Working Protocol

1. Background

- 12.1 The significant legislative changes which have taken place over recent years have fundamentally changed the relationship between the Local Authority and schools, with schools working much more autonomously than before. Alongside this, the recent Munro Review of social care practice and the Pre-Proceedings Protocol will require a more assertive approach towards social care practice, with a much tighter focus on outcomes for the child.
- 1.2 This Protocol has been developed to provide a framework to enable St.Helens schools and social care to continue to work together effectively within this changed landscape. It acknowledges that schools are in a unique position to contribute towards effective safeguarding through their sustained contact with children and young people over the school year. St.Helens Children's Social Care has also been implementing a "Signs of Safety" model for effective practice which will have implications for their work with partners.
- 12.3 This Protocol sets out minimum standards for both school and social care practitioners in key areas of work such as communications, case management and escalation of concerns in order to support effective practice and meet the needs of vulnerable children and young people at risk.
- 12.4 This Protocol is intended to complement rather than replace existing local guidance including:

- Schools' Child Protection and Safeguarding Policies and Procedures
- St.Helens Continuum of Need 2011
- St.Helens Think Family Joint Working Protocol and Brief Guide

12..5 This protocol will be subject to joint review on a regular basis via St.Helens Children's Trust and PASH and ASH meetings.

2. Legal Duties

12..1 Working Together to Safeguard Children: A Guide to Interagency

Working to Safeguard and Promote the Welfare of Children (March 2010) continues to provide the framework within which schools, child social care and other agencies work together to safeguard children and young people.

12..2 The Children Act 2004 requires each Local Authority to promote

co-operation between the Authority and other relevant partners working with children in the local area. These arrangements encompass improving the wellbeing of children as well as protection from harm, abuse or neglect.

12..3 Schools (including independent and non-maintained schools) and

Further education institutions have a duty to safeguard and promote the welfare of pupils under the Education Act 2002. They should create and maintain a safe learning environment for children and young people, and identify where there are child welfare concerns and take action to address them, in partnerships with other organisations where appropriate.

12..4 Although it had been the Government's intention to remove the

duty to co-operate with Children's Trusts from schools and colleges this has been retained for the time being (Section 10 Children Act 2004). Schools also remain as statutory partners of the Local Safeguarding Children's Board.

3. Operating Principles

12..1 In seeking to work together under this protocol both St.Helens

Children's Social Care Services and schools acknowledge a number of key principles:

- There must be mutual respect between social care and educational practitioners and an acknowledgement of their differing professional roles and priorities.
- That the improvements in child safeguarding are best achieved through a collaborative approach based on openness, trust and a shared commitment towards achieving improved outcomes for children and young people.
- That ongoing and timely communication and feedback is an essential element of effective joint working.
- That social care decision making should be transparent, with appropriate feedback provided to schools on the rationale for key decisions.

4. Joint Operating Arrangements

12..1 Initial Referral

Initial referrals or requests for social care service shall be made via First Response Team co-located in the Council's Contact Centre, telephone 01744 675299.

It is anticipated that initial referral would usually be via the School's Designated Teacher for Safeguarding who will ensure that as much information as possible is available is provided in the first instance. It is also essential that the school has informed the family that a referral is being made.

Acknowledging that schools might have concerns about returning a child to their parent or carer, social care will ensure that schools are informed of the status of the referral and any required action before the end of the school day.

For any referrals which do not involve immediate safeguarding concerns feedback will be provided within 24 hours.

12..2 Completion of Assessments

Following referral into one or either of the Area Assessment Teams an initial assessment will be completed within 10 working days. Should a core assessment be deemed necessary this will be completed within 35 working days.

For cases allocated to the Early Intervention Service an eCAF will be completed as the primary planning assessment tool within 20 working days of allocation.

Where relevant it is expected that schools will contribute to initial, core and eCAF assessments particularly around their knowledge of the parents and children. There may also be a contribution from schools in the planning phase where school based actions form part of the intervention or care plan.

A monthly meeting chaired by the Director of Children and Young People's Services has now been established to monitor the timeliness and quality of social care provision including the proportion of the above assessments completed within timescales.

Over the longer term it is the Government's intention that we move to a single assessment framework which will require the above timescales to be revisited.

12..3 Statutory Casework: Social Care Area Teams and Early Intervention

Following allocation to one or either of the Area Teams, each case will be allocated to a nominated social worker who will act as the ongoing contact with schools for their input into any required assessments and ongoing case management arrangements.

In those cases in which school representation is required for child protection conferences and reviews, sufficient notice will be provided, usually 7-10 days in advance, to enable a suitable school representative to participate.

An exception are Section 47 strategy meetings which will often require to take place within 24 hours and therefore requests to attend are likely to be made at short notice.

Children's social care will take full responsibility for the minuting of strategy meetings, child protection conferences and reviews which will be circulated to schools within 14 days. However, there is an expectation that the chairing and minuting of child protection core groups and family action meetings should be shared amongst participating agencies which may, on occasion, require schools to deliver this element.

In situations in which a school is unable to attend a multi-agency meeting the nominated social worker will contact the school to discuss any actions falling to the school prior to their

incorporation within the care planning process.

The nominated social worker will keep in regular touch with the school to ensure they are informed of progress with the case and are provided with the opportunity at appropriate points to raise any concerns about progress with the child protection plan.

The above approach will also be followed for any case referred to the Early Intervention Team with a Designated Social Worker or Early Intervention Worker overseeing development of the case and taking the lead in informing schools of progress and seeking their input into any required assessments, planning processes or meetings. Schools will also be able to access information via the eCAF system.

12..4 Looked After Children (LAC)

Once a child becomes accommodated on either a voluntary or Statutory basis the Local Authority takes on the role of corporate parent with a responsibility to ensure that the child's personal, development and educational needs are met.

The nominated social worker from either the Looked After Children Team or Young People's Team (the latter dealing with children aged 14 years and older) will provide the overall lead in delivering the role of corporate parent, closely liaising with schools to ensure that educational needs are being met. The allocated social worker will ensure that schools are provided with sufficient notice, usually 3-5 working days in advance, to enable schools to participate within any LAC meetings and reviews. This acknowledges that on occasion emergency placements may be required with less time to provide notification to partners.

Children's social care will also ensure that schools are informed of any significant event or change in a case, including the emergent of further concerns or a placement move.

On those occasions in which a headteacher or school designated safeguarding lead is requested to attend a LAC (or CP/Section 47) meeting at Atlas House a parking space will be provided.

Children's social care will be responsible for the minuting of all LAC meetings with minutes being circulated to schools within 14 days of each meeting.

In situations in which a school is unable to attend a multi-agency meeting the allocated social worker will contact the school to discuss any actions falling to the school prior to their incorporation within the planning process.

The allocated social worker will work with the school to ensure that a Personal Education Plan (PEP) is put in place for each child and subject to regular joint review to ensure that their educational needs are being met.

Schools will convene PEP Review Meetings reviewing process and provide a written report for the meeting of the child's educational progress in school.

12..5 Supervised Contacts

A key part of the role of children's social care is to facilitate supervised contact between looked after children and their parents and carers often under arrangements required by the courts.

The Local Authority Contact Team is responsible for facilitating the majority of contacts which will take place away from school and whenever possible outside of the normal school day.

Contact arrangements for looked after children will be fully explained to schools and under no circumstances should schools be facilitating contact visits within school premises.

5. Escalation Arrangements

- 12..1 In situations in which schools believe the terms of this protocol are not being adhered to by social care practitioners these concerns should be escalated to Assistant Director Child Protection and Early Help who will look into those concerns and provide a response within 5 working days.
- 12..2 Where there are concerns on the part of social care practitioners about the work of schools under this protocol these will be escalated to the Assistant Director Child Protection and Early Help who will contact the schools designated teacher for safeguarding or headteacher for resolution.

6. Communication with Parents

- 12..1 It is acknowledged that over time schools will develop close relationships with parents as children progress through their school life. It is important that any action social care practitioners might take to protect children does not undermine these relationships long term.
- 6.2 In cases in which intervention action is initiated by social care practitioners either to remove a child or commission specialist assessment the social care practitioner shall ensure that parents and carers are directly informed. It shall also be ensured that the school is fully informed of the plans for the child.

7. Monitoring and Review

- 12..1 The effectiveness of this protocol and the working arrangements therein will be subject to regular review on a joint basis by the Assistant Director Early Help and Child Protection and/or Director of Children and Young People's Services in collaboration with representatives from ASH and PASH.
- 12..2 In support of ongoing monitoring and review, regular reports will be Produced by the CYPs Performance Management and Research Officer providing an overview of the caseloads across Early Intervention, Area and Looked after Children's Teams as they relate to schools and educational provision.

8. Training

- 12..1 This protocol will be supported by a programme of joint briefings for social care and schools staff to ensure there is a clear understanding of its requirements and how these will be met in practice.
- 12..2 Training will also be available to schools on the "Signs of Safety" social care practice model so that schools have an appreciation of the practice approach being followed by social care partners and the opportunity to utilise a similar approach with their work at the universal/universal plus end of the continuum.
- 12..3 Schools can continue to access the programme of safeguarding

training available through the LSCB.

Appendix 3

CAUSE FOR CONCERN

STUDENT DETAILS

NAME:					
DOB:		YEAR/FORM		SEN STATUS:	
		:			
ADDRESS:					
PARENT / CARER:					
PHONE NUMBERS:					

STAFF DETAILS

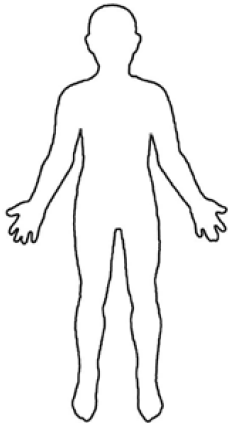
STAFF NAME:				
Date of incident / report / disclosure:		Time:		
Location of incident / report / disclosure:				

INCIDENT DETAILS

For any sections below continue on overleaf if necessary, ensuring it is signed & dated

NATURE OF CONCERN:

(provide details of the incident or concerns you have including times, dates, description of any injuries, witnesses of any incident, if the information is first hand, fact or opinion, other relevant details, etc.)



Signed

Date

TO BE COMPLETED BY SENIOR DESIGNATED PERSON / DEPUTY DESIGNATED PERSON

AGREED ACTIONS & ANTICIPATED OUTCOMES:

(record all discussions, key communications & decisions made. Include details of conversations with parents)

Signed

Date

This form should be used to record safeguarding concerns about a young person. It should be completed as accurately as possible & passed directly to the Senior Designated Person/ Deputy Designated Person who should action & then file securely. The school's child protection procedures should always be followed.

Appendix 4

Carr Mill Primary School

SUMMARY SHEET

STUDENT DETAILS

NAME:		DOB:	
YEAR/FORM:		ETHNICITY:	SEN STATUS:
ADDRESS:			
PARENT / CARERS:			
PHONE NUMBERS:			
RELEVANT ADULTS IN SCHOOL:			

AGENCIES INVOLVED

AGENCY	NAMED PERSON	CONTACT DETAILS
CHILDREN'S SOCIAL CARE		
IWST		
CAF LEAD PROFESSIONAL		
EDUCATION WELFARE OFFICER		
SCHOOL HEALTH		
GP DETAILS		
FAMILY SUPPORT WORKER		
EDUCATION PSYCHOLOGIST		
POLICE		

BRIEF SUMMARY OF FACTS

Include details such as significant family members, family members who should not be contacted, sibling details (including their schools), etc.
