



St John Vianney Catholic Primary School



"Seeking Growth Together"

Child Protection Policy and Procedures

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



CHILD PROTECTION POLICY & PROCEDURES

(updated January 2016)

Important Sources of Further Information

1. 'Safeguarding Children & Safer Recruitment in Education DCFS (2007) – replaces former DCFS Guidance and makes clear roles and responsibilities of education professionals, establishments and organisations¹.
2. Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (2011) - make explicit what action should be taken at the point of referral to Children's Social Care (CSC, formerly Social Services) and thereafter²
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010);
4. Child Protection Information Pack (Lancashire LA Child Protection Service, 2004) – Electronic versions of these templates are contained within the CD Rom provided in the original CP pack and updated documents are available via the schools portal

What To Do If You're Worried A Child Is Being Abused (Department of Health et al, 2003) – included in this Pack; superseded by

What to do if you are worried a child is being abused 2015- Advice for practitioners

5. Keeping Children Safe in Education July 2015 This guidance replaces Keeping Children Safe in Education 2014, which replaced:
 - *Safeguarding Children and Safer Recruitment in Education* (December 2006); and,
 - *Dealing with allegations of abuse made against teachers and other staff 2012*.

6. Guidance for safer working practice for those working with children and young people in education settings October 2015

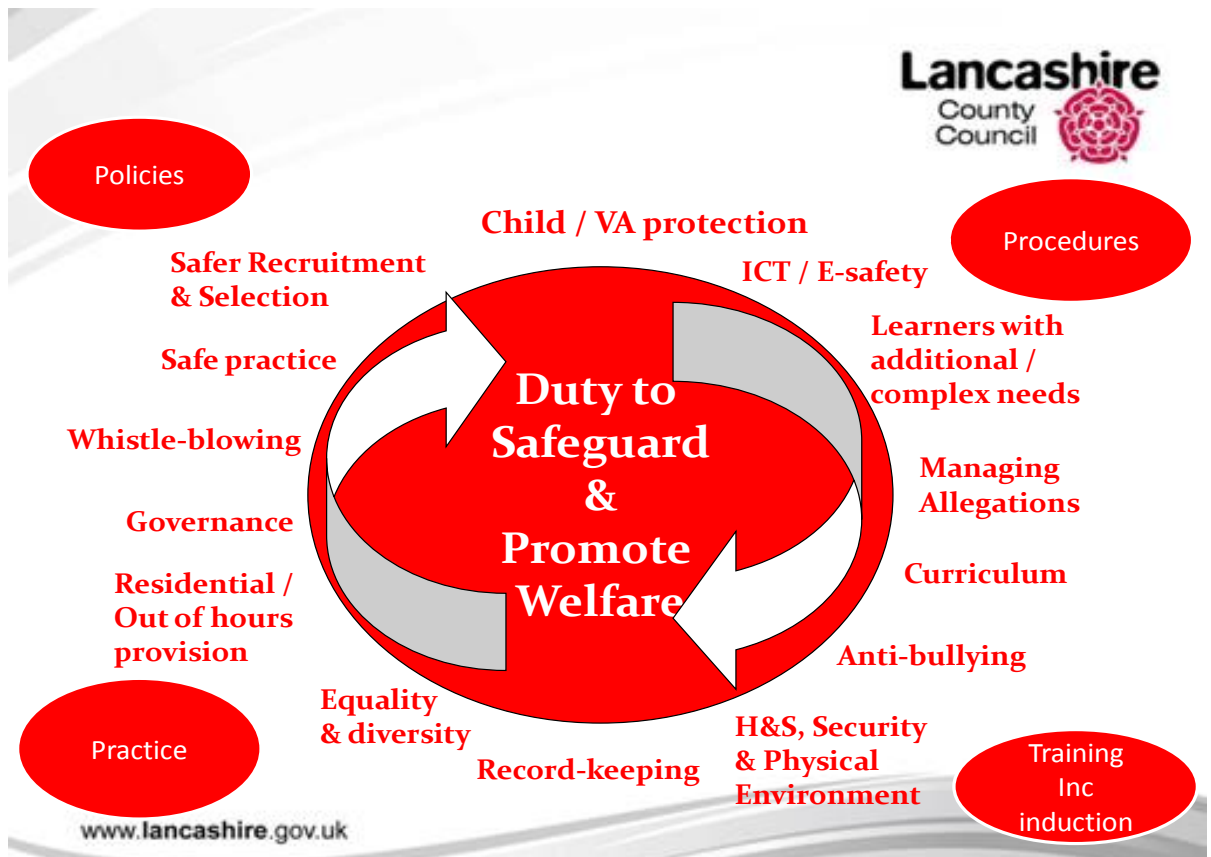
¹ Includes the most up to date guidance on CRB and Safe Recruitment and Selection

² The LSCB Procedures replace the Area Child Protection Committee's 'Multi-Agency Policy, Guidance and Procedures' The LSCB Procedures are available electronically and can be accessed via the LSCB web site:

www.lancashire.gov.uk/safeguardingchildrenboard/



A good Safeguarding organisation will have all of the aspects of the exemplar below in place



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January 2016

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Whole-School Policy on Child Protection

St John Vianney Catholic Primary

A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Person & 'Back-Up' or Deputy DSP	Nominated Governor
2014-2015	Elaine Allen (Headteacher) - DSP Clare Evans – Back-up DSP (Deputy Headteacher) Amanda Wooldridge – Back-up DSP (Assistant Headteacher)	Sara-Michelle Farina
2015-2016	Elaine Allen (Headteacher) - DSP Clare Evans – Back-up DSP (Deputy Headteacher) Amanda Wooldridge – Back-up DSP (Assistant Headteacher)	Sara-Michelle Farina Cathy Butterworth

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January 2016

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B. Training for Designated Staff in School (DSPs should refresh their training every 2 years)

Name of Staff Member / Governor	Date when last attended Level 2 CP Training	Provided by Whom (e.g. LCC, Governor Services)
Elaine Allen	October 2013	LCC
Clare Evans	January 2013	Online Training
Amanda Wooldridge	March 2016	Lancashire Safeguarding

Elaine Allen & Clare Evans awaiting confirmation of refresher training date.

C. Whole School Child Protection Training (all staff should receive induction and an update every 3 years)

See CP file for records of training.		
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D. Review dates for this policy

Review Date	Changes made	By whom
January 2016 January 2018	Amendments to points 7,9 and 13	AW and approved by Governors 9.2.16

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January 2016

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INTRODUCTION

2.1. *Our Mission Statement*

2.2. 'Our school fully recognises the contribution it can make to protect children and support pupils in school'.

'There are three main elements to our Child Protection Policy'.

- (a) **Prevention:**
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) **Support:**
(To pupils and school staff and to children who may have been abused).

2.3 This policy applies to all staff and volunteers in school as well agency representatives from the LEA

3. SCHOOL COMMITMENT

3.1. 'We recognise that high self- esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.'

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

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January 2016

Safeguarding Unit
Directorate for Children & Young People



- (c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

All children have access to our Learning Mentor as well as other staff within school who act as trusted adults to these children

4. FRAMEWORK

Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. ... They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.' (*Working Together to Safeguard Children 2010*).

4.1 Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Blackpool Safeguarding Children Board (LSCB). Developments are communicated to the DSP through Headteacher forums and the Portal.

5. ROLES AND RESPONSIBILITIES

5.1. *All* adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

5.2 The role of the Designated Senior Person (Child Protection) is to be the main contact for all CP concerns both in and out of school. In St John Vianney Catholic Primary School, the Headteacher is the DSP. The back-up DSP's are also fully trained and take on board this role if the Headteacher is out of school. Advice from the LADO may be sought for some CP issues.

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January 2016

Safeguarding Unit
Directorate for Children & Young People



- 5.3 The named Governor for CP monitors school practice for CP, formulates a yearly report which is shared with the Governors at the summer full committee meeting. Names and specifics are not disclosed for confidentiality reasons. The Governing Body have a role in ensure CP procedures are followed correctly to ensure safeguarding practices are in place within school.
- 5.4 In addition, the Local Authority are able to offer advice and support through the Safeguarding Children Board (Tel 01253 477025)

6. PROCEDURES

- 6.1 Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board (2011) and Document A1 in the CP Information Pack - 'Handling Concerns About the Welfare or Safety of A Child in School.'

The school has adopted the LEA CP policy. This policy will be reviewed at the beginning of each academic year to ensure current legislation is adhered to. All staff have read this policy and received updated CP training (Level 1). All new staff receive this training as a matter of course. The volunteers' handbook requests that all volunteers read the policy before they work in school. The policy has an overview of the procedure to be followed in school and are aware that the DSO must be informed for all CP concerns.

A copy of the CP policy is on the school's website to ensure parents are kept updated.

7. TRAINING AND SUPPORT

- 7.1. Our school will ensure that the Designated Senior Person, back up Designated Senior Person and the nominated governor for Child Protection attend training relevant to their role' at intervals of not longer than 2 years. The Designated Senior Person/back up DSP will also attend Multi Agency Child Protection/Getting it Right training within this timescale.'

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January 2016

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Directorate for Children & Young People



All staff will receive the basic child protection training (CP Level 1) delivered by the DSP, deputy or through online Blackpool Safeguarding Training. This will be updated on a three yearly cycle.

8. CONFIDENTIALITY

8.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection’.

Staff and governors are aware of the importance of confidentiality when it comes to children’s protection. This includes not promising to keep secrets disclosed by parents and children alike.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children’s Social Care Services], must always have regard to both common and statute law.

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. An up-to-date CP register is produced yearly and amended on an on-going basis. This register is shared

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



with relevant members of the Leadership Team with all teaching staff being aware of children within their class who are subject to CP Monitoring.

- 9.2 All staff are aware that CP issues are recorded on the internal record form (part one) which are kept in the provision mapping folder in class, in Deputy Headteacher's Office or in Staffroom. Teacher held notes on CP issues are attached to the relevant referral form and are not kept in class. Only notes on day to day observations such as attendance, punctuality and appearance are kept in class on children being monitored.

These forms are then given to the DSP who follows up the referral. Feedback, where appropriate, is given to the staff member who reported the concern. All of these forms are kept confidential locked away. Only the DSP and Back-up DSP's have access to these files.

If a child transfers or leaves the school, records are sent to the new school by recorded delivery and copies are kept in school. The receiving school must return the Transfer of Records form as soon as possible and this will be kept in the Main Office in the Transfer of Records file.

DSP's are aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).

10. CHILD PROTECTION CONFERENCES

Child Protection Conferences are held for all children who are considered to be a child in need of protection. These are chaired by a representative from the LEA. The DSP attends all CPC's or in her absence, the Back-up DSP. If neither is able to attend, a report is sent rather than reduce the confidentiality by sending any other school representative.

11. SUPPORTING PUPILS AT RISK

- 11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.



It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support³.

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)⁴;
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

11.3 This policy should be considered alongside other related policies in school. These are;

- Safeguarding Policy
- SEN Policy
- Behaviour & Relationships Policy
- Anti-bullying Policy
- Health and Safety
- E-safety
- Positive Handling Policy
- Handling Allegations of Abuse Against Staff
- Prevent Policy

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any

³ Guidance for schools on the management and support of young people who display problematic or sexually harmful behaviour, for example is available via mary.aurens@lancashire.gov.uk or paul.mcintyre@lancashire.gov.uk



capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

12. SAFER SCHOOLS, SAFER STAFF

- See the Positive Handling Policy
- Allegations Policy

A copy of the document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009 has been circulated and signed by all staff to say that they have received a copy of it.

13. USE OF MOBILE PHONES AND CAMERAS

Children have their photographs taken to provide evidence of their achievements for developmental records and also in relation to the school/nursery events. Under no circumstances are staff, visitors, volunteers and students expected or allowed to use their own mobile phones/personal devices to take or record any images of children at or on behalf of the school or setting.

Procedures

- Under the Data Protection Act 1998, the school always seeks parental consent to take photographs and use video recorders. Photographs will be stored on the Foundation Stage IPADs which are all kept in school in a locked cupboard in reception class storeroom. In addition these photographs are transferred onto the class IPAD which is kept by the Foundation Stage manager. All these IPODs and the IPAD are password protected. Photographs are deleted one year after that year group leaves school.
- The schools digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff. Once done images are removed within six months, from the cameras memory.

Children whose consent from parents is not obtained will neither have photos taken of them nor will they appear in any background shot.

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



Parents taking photos – we discourage parents from taking photos of events instead offering parents copies of school taken photos. If however, a parent requires a specific photograph, a check of the photo will be made to ensure no children have been 'captured' who shouldn't have. Parents are asked not to upload these photographs to social media sites.

Staff are allowed to have their phones on site but are requested to lock away their phones during teaching times. Phones can be checked once children are out of the classroom (Breaks/lunchtimes). Urgent calls must not be taken during teaching times on mobile phones. The school general number must be given if a member of staff is expecting an urgent call.

- **Cameras and mobile phones are prohibited in all toilet and changing areas**



SCHOOL CHILD PROTECTION PROCEDURES

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Senior Person (**DSP**) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

The Designated Senior Person is: Mrs Elaine Allen, Headteacher
The Back Up DSP's are: Mrs Clare Evans, Deputy Headteacher and Mrs Amanda Wooldridge, Assistant Headteacher.

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSP/line manager will assist in determining the most appropriate next course of action⁵:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

What should the DSP consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/ undertaking a level 2 GiR, without referral to Children's Social Care (formerly Social Services) or other targeted services
 - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?

⁵ Detailed information on possible signs and symptoms of abuse can be found in Document C1 of the CP Information Pack and / or www.lancashire.gov.uk/safeguardingchildrenboard/ Appendix H while the LSCB '**Procedures for the Management of Individual Cases**' click on contents and go to Chapter 13 Appendices and got to 13.3:- [NICE Guidelines 'When to suspect child maltreatment'](#)



- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (**Section 17 Child in Need referral via level 3 GiR**)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm)? (**Section 47 Child Protection referral via level 4 GiR**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Social Care Duty Team 01253 477299)
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Senior Person

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Person to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Person will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to Children's Social Care (CSC)

Where a Designated Senior Person or line manager considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

(ii) Is this a Child Protection Matter?

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

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

The Designated Senior Person will make judgements around 'significant harm', levels of 'need' and when to refer.

4. Making Referrals to CSC (Guidance for the Designated Senior Person)

(i) Child In Need/Section 17 Referrals

The DSP should complete a Getting it Right (GiR) and email this to duty.assessment@blackpool.gov.uk

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the GiR
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

Make a telephone call to the Duty Team on 01253 477299. You will speak to a Customer Care Officer (not a Social Worker) whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the relevant Social Work Team Manager for consideration:

- You still need to complete a GiR and should forward this as soon as possible, and certainly within 48 hours. Email to duty.assessment@blackpool.gov.uk
- You **do not require the consent** of a parent or child/young person to make a child protection referral



- A parent should, ***under most circumstances, be informed*** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.
 - (d) Because the referral is in respect of intrafamilial sexual abuse, Fabricated or Induced Illness, forced Marriage/Honour Based Violence

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the GiR and in any telephone contact with Children's Social Care .

Child Protection:

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. School staff do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. School staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they should make them known to the schools Designated or Deputy Designated Child Protection Persons without delay in accordance with reporting and recording procedures Incident concern sheets are distributed to each member of staff at the beginning of the year and are available on the staffroom notice board . These concerns may include:

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 (*Working Together to Safeguard Children' 2013*).

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (*Working Together to Safeguard Children' 2013*).

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (*Working Together to Safeguard Children' 2013*).

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 (e.g. rape, or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (*Working Together to Safeguard Children' 2013*).

Identifying cases of female genital mutilation (FGM) and Forced Marriage

There are many different types of abuse but there are some that staff may be initially less aware of. Female genital mutilation (FGM) and Forced Marriage fall into this category. The school does have measures in place to safeguard against this type of abuse. Any indications that FGM or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, the school will do everything that it can to ensure that:

- the school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Child Protection Persons are aware of the issues surrounding FGM and Forced Marriage;
- advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the school's safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the school's DSP to their concerns. This member of staff will then refer concerns to social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- not to consult or discuss with the pupil's parents or family, or others within the

A Wooldridge
January 2016

Safeguarding Unit
Directorate for Children & Young People



community;

5. CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake an Initial Assessment (completed within ten working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

7. Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **ONE** working day. If the referrer has not received an acknowledgement within **THREE** working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a **maximum of 7 working days**.

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?

A Wooldridge
January 2016

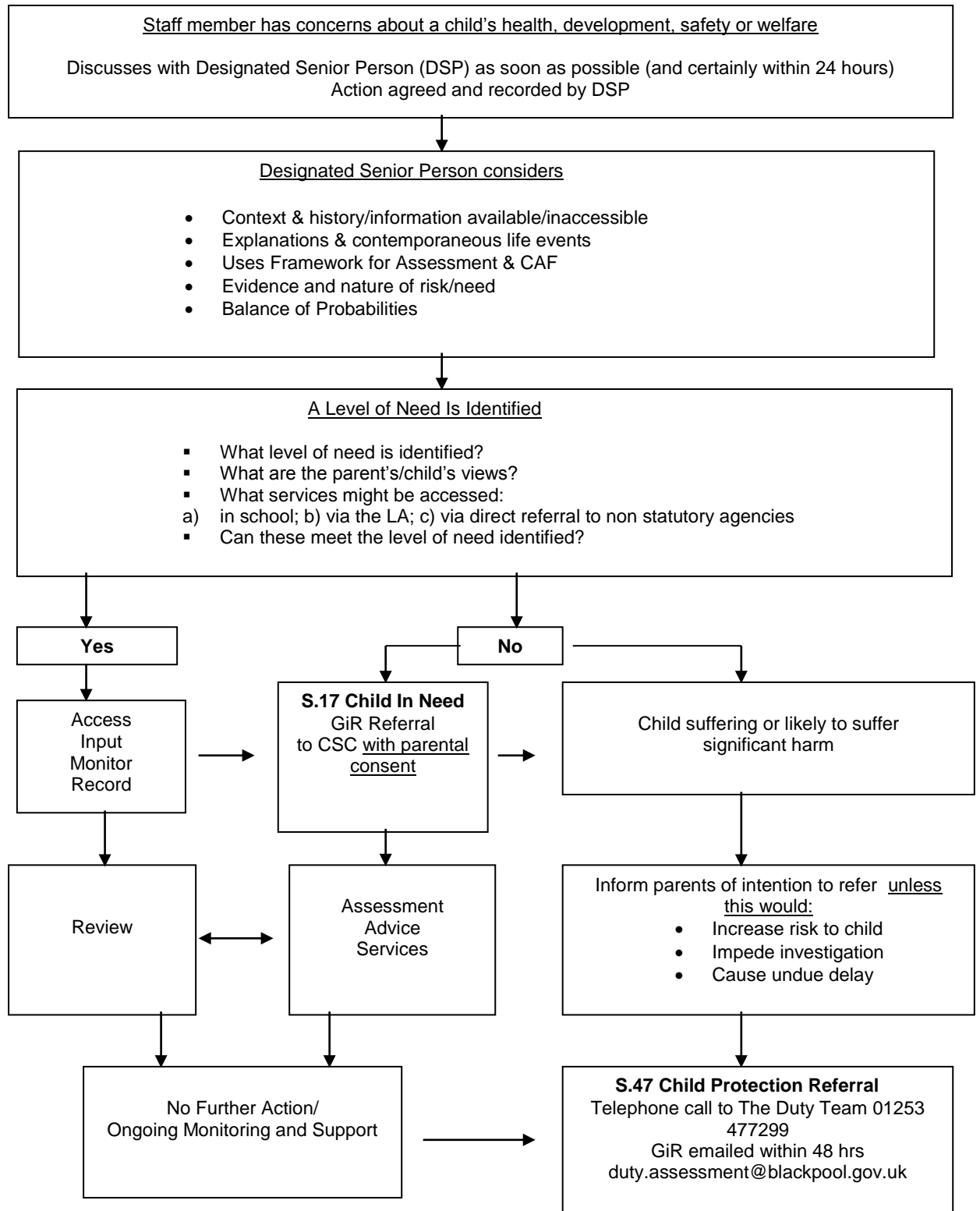
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- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?



APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



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The Designated Senior Person in School is: Elaine Allen Tel 01253 311248

The 'Back Up' DSP's are Clare Evans & Amanda Wooldridge Tel 01253 311248

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Person).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;

A Wooldridge
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- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSP or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person /Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;

A Wooldridge
January 2016

Safeguarding Unit
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- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the ‘what happens next’ question;
- We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child.....] tells lies’;
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.



**APPENDIX 3: Children's Social Care
Integrated Assessment and Support Teams**

**The Duty Team (24 hours)
email address for referrals**

01252 477299
duty.assessment@blackpool.gov.uk

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The Child Protection/ Safeguarding Policy and Procedures will be reviewed and uploaded to the website by the end of October 2016.

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