

## Child Protection Policy

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Headteacher's Approval	Caroline Stewart		September 2016
Chair of Governors' Approval	Sam Tipler		September 2016
Recommended Review Date:	July 2017 (Annually)		

### Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

<b>Version</b>	<b>Date</b>	<b>Description of Change</b>	<b>Changed By</b>
1	May 2014	Implemented & Written	CS
2	June 2014	Slight amendments following safeguarding audit by Lesley Pollard 16.6.14	CS
3	July 2015	Reviewed and updated	CS
4	September 2015	Updated in light of new statutory guidance	CS
5	July 2016	Updated in light of new statutory guidance	CS

Please note, this document is to be read in conjunction with the **Safeguarding Policy**

# **CHILD PROTECTION POLICY**

This policy is to be read in conjunction with Safeguarding Policy

**Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.**

*(Keeping Children Safe in Education- September 2016)*

## **INTRODUCTION**

**'Safeguarding and promoting the welfare of children is everyone's responsibility.'** *(Keeping Children Safe in Education- September 2016)*

Cogenhoe Primary School is committed to ensure that all members of the school community work together to protect the children in our care. Through training and support, adults are vigilant and know the importance of reporting concerns immediately to The Designated Senior Leads. We work with all agencies to ensure the best outcomes for our pupils and their families.

- **All school and college staff have a responsibility to provide a safe environment in which children can learn.**
- **All school and college members should be aware of the signs of abuse, neglect and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.**

*'Keeping Children Safe in Education 2016'*

Cogenhoe Primary School will therefore

- Establish and maintain an environment where children feel secure and are encouraged to talk and are listened to
- Ensure that staff are able to identify welfare concerns and take appropriate action to address their concerns
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Recognise that each pupil's welfare is of paramount importance and that some children *may* be especially vulnerable to abuse e.g. those with special educational needs, those living in adverse circumstances e.g. those who witness violence.
- Ensure the school effectively fulfils the 'Prevent Strategy' by equipping all the staff with the necessary skills to be able to rapidly identify the signs of radicalisation to protect our pupils.
- Provide our children with a broad and balanced curriculum, which enables them to understand the importance of and uphold the British Values.

We listen to our pupils through School Council and pupil questionnaires. Our children have a range of

different adults who they can choose to approach. Furthermore, all staff members are trained in dealing with any situations that might arise and are aware of the correct procedure to follow. Staff training also ensures that they have an awareness of signs that demonstrate that pupils might be vulnerable to radicalisation. They are adept at listening and know the correct procedures to follow, if they are concerned.

We make pupils aware of support arrangements through assemblies and PSHE lessons. Our staff make sure that they are always approachable and available for pupils. This also extends to the Headteacher and Deputy Headteacher who the children know can be approached readily when needed.

At Cogenhoe Primary School, we recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## **1. Safeguarding Information for pupils**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection/safeguarding and know who this is. We inform pupils of the availability of advice and support and whom they might talk to, both in and out of school; their right to be listened to and heard and what steps can be taken to protect them from harm. We also have annual assemblies and class discussions from the NSPCC to support children, which compliments the class based sessions delivered by staff frequently.

## **2. School Training and Staff Induction**

All newly appointed staff are trained by the school's Designated Senior Leads –

Caroline Stewart (Designated Senior Lead DSL)  
Charley Oldham (Deputy Designated Senior Lead)  
Sam Tipler (Chair of Governors & Safeguarding Governor).

All staff are trained following the training as set out by Northamptonshire Children Safeguarding Board, (LCSB) see appendix.

In order to ensure systems are robust, we adhere to the following when considering training

- The school's Senior Persons (DSL) for safeguarding/child, protection undertake Designated Person training every year.
- Multi Agency training may also be undertaken
- A DSL participates in Prevent Training, so that key messages can be used to train staff and the school's risk assessment is kept up to date in line with national policy.
- All staff and representatives of the Governing Body must undertake formal safeguarding/child protection training at least every 3 years. Annually Child Protection Training is refreshed by the DSLs for all staff, volunteers and Governors.
- All staff (including temporary staff and volunteers) are made aware of the school's child protection/safeguarding policy and are informed of school's safeguarding/child protection arrangements on induction.
- The Headteacher and all other school staff, including non teaching staff, undertake appropriate

training to equip them to carry out their safeguarding/child protection responsibilities effectively. In line with the rest of the school, they participate in Child Protection Training annually.

- The Headteacher and Chair of Governing Body should access training relating to managing concerns and allegations of abuse against people who work with children.
- The Governing Body access 'Governors' Responsibilities for Safeguarding Children in Education'

## **2. Support, Advice and Guidance for Staff**

Staff are supported by the Designated Senior Leads named above.

The Designated Persons are supported by...  
Business Manager who provides legal support  
Nominated Safeguarding Governor (named above).

Advice and support is also sought from:

- Education Entitlement Service,
- MASH (0300) 126 1000
- Northamptonshire Conference Review and Quality Assurance Service
- Police Child Abuse Investigation Team
- Channel
- NCSB
- NSPCC
- LADO

## **3. Related School Policies/Procedures**

Cogenhoe Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare.

This encompasses issues such as dealing with extremism (see policy), e-safety; pupil health and safety; anti-bullying; medical needs of children; positive handling; providing first aid; school security; drugs and substance misuse; racist incidents etc.

(Other School policies also form part of the safeguarding agenda e.g. admissions, exclusions, work experience – see safeguarding policy)

There may also be other safeguarding issues that are specific to the local area or population ('Keeping Children Safe In Education 2016)

At our school, we have a Safeguarding policy that staff should regard as their guidance for safer working practices. The Child protection Policy should be viewed as the policy for protecting children outside of our school.

### **Children Missing from Education**

Cogenhoe Primary School would follow Children Missing Education procedure and would contact the Local Education Entitlement Service for advice. Following these guidelines, the school would contact the LEA if a child fails to attend regularly or has been absent without permission for a continuous period of ten days (KSIE July 2016).

In addition, staff are aware that a child missing from education, could be a sign of a potential safeguarding issue such as FGM and forced marriage. Any concerns will be reported immediately to the  
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DSL. In addition, the school will inform the LEA of any pupil who is going to be deleted from the attendance register in the following scenarios in accordance with KSIE July 2015.

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

### **Elective Home Education**

In this circumstance, Cogenhoe Primary School would follow procedure and would contact the Local Education Entitlement Service for advice.

### **4. Information Sharing/Confidentiality**

The safety and welfare of all our children is paramount and we therefore adhere to ‘Information Sharing’ March 2015 and ‘Thresholds and Pathways,’ document on the NCC website.

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.”

### **Pupil Information**

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

- Names and contact details of persons with whom the child normally lives
- Names and contact details of parental responsibility (Given by carers)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child has or has had a Child Protection Plan.
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

This information remains confidential to the school staff.

Contact information is available to teaching staff and is kept securely in the school office. Teaching and office staff have access to lists of adults who are authorised to collect individual pupils and emergency contact details. The name of the child’s GP is also stored with this information.

Any paperwork involving child protection issues is kept in a secure locked cupboard and is only accessible by the Headteacher and Designated Senior Leads. This information remains confidential and is not shared in the presence of other staff.

When a child leaves the school, the DSLs make the necessary arrangements to transfer the files separately to main cohort. A meeting is arranged with the DSL at the receiving school and a slip is signed for to say that the documents have been received. This is then kept locked with the original files. If a child has moved from the county a telephone call is made to the receiving school and copies of the files are sent recorded delivery with a receipt and an SAE.

## 5. Roles and Responsibilities

### Governing Body - responsibilities

- Should ensure that there is an effective overarching safeguarding policy; a child protection policy; a missing from education policy; staff code of conduct; acceptable use policy amongst others.
- Governors should ensure that children are how to be kept safe through a broad and balanced curriculum.
- Ensure that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*.
- Governing bodies should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- Governing bodies should ensure a member of the body, usually the chair, is nominated to liaise with the local authority (LADO) and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Governing Bodies should have an awareness of 'The Prevent Duty' and ensure that the school is positively promoting British Values, by providing pupils with the opportunity to learn the values of tolerance and respect amongst many.
- There should be appropriate safeguarding procedures for children who are missing from education.
- Governors should ensure that all new staff have safeguarding and child protection training as part of their induction. All staff should have the same training at least annually.
- ***Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against members of staff).***

### Headteachers should

- Ensure, the school has a safeguarding/child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- A senior member of the school's leadership team and a deputy/deputies are designated to take lead responsibility for child protection/safeguarding
- Staff undertake appropriate training.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- Ensure that the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- Liaise with LADO when managing all allegations made against members of staff

### Designated Senior Lead (DSL)

- All schools must appoint a senior member of the school Leadership Team as a DSL.(Ofsted recommend two DSLs for Primary and several for Secondary) This person must have the status and authority within the school management structure to carry out the duties of the post, including committing resources to child protection matters; opportunities to meet and support the work of inter-agency discussions where necessary and where appropriate directing other staff.
- The DSL should understand their job explicitly and therefore familiarise themselves with the role-holder's job description (see Annexe A - Keeping Children Safe In Education April 2016).
- The designated safeguarding lead should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*.
- During the school holidays, the number of both DSLs will be available from the County Council as requested. At least one of the DSLs will always be contactable during the school holidays.

### DSL Broad Areas of Responsibility

#### **Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies ([www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk))
- Work with the 'case manager' and designated officer for child protection concerns.
- Refer cases where a member of staff is dismissed / left due to risk/harm to a child to the Disclosure and Barring service.
- Refer cases where a crime may have been committed to the police.
- Act as a source of support; advice and expertise within the educational establishment;
- Liaise with head teacher to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

#### **Training**

- Understand the assessment process for providing Early Help and Assessments through locally agreed pathways.
- Ensure all staff (teaching and non-teaching) and volunteers access basic training which should include recognising signs of abuse and what action they should take (i.e. inform Designated Senior Person of any concerns). This training should be updated at least every year. Designated Senior Person can deliver this as long as their own training is up to date

- Understand the importance of signs and indicators of abuse and how 'minor' concerns when seen within a cumulative context can form a picture of significant harm.
- Recognise when it is appropriate to make a referral
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;  
([www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk))
- Make staff aware of specific vulnerable children including those in need or with SEN
- Ensure that all staff have access to and understand the school's child protection/safeguarding policy;
- Ensure that safeguarding/child protection is included in induction training;
- Ensure all staff have access to standardised recording format for reporting concerns (sample appendix 3)
- Keep detailed accurate secure written safeguarding/child protection records and know how to transfer and archive these records
- Encourage a culture of listening to children and taking account of their wishes.
- Obtain access to resources and attend refresher training courses at least every two years.  
([www.northamptonshire.gov.uk/cpdlasi](http://www.northamptonshire.gov.uk/cpdlasi))
- Attend relevant multi agency training ([www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk))

### ***Raising Awareness***

- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure all staff (teaching and non-teaching) and volunteers fully comply with the school's policies and procedures
- Parents are able to access the Child Protection Policy through the school website
- Where a child leaves the establishment, ensure any safeguarding/child protection files are copied and the copy sent to the new establishment asap, separately from the main pupil file. The originals should be kept by the establishment. The sending and receiving of files should be evidenced.
- When admitting a new pupil where there are existing child protection records that have not been passed on, these records must be chased within a reasonable timescale
- When details of the receiving establishment are not known, schools should follow the 'Missing Child' procedure. If the child is subject to a Child Protection Plan the Social Worker must be informed and arrangements must be made to transfer the files.

### ***All staff and volunteers***

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the DSL of any concerns

## **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

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

### **Definitions**

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday.



**Harm** means ill-treatment or impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (via the internet). They may be abused by an adult, or adults, or another child, or children.

**Neglect** A persistent failure to meet a child's basic physical and/or psychological needs likely to result in a 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 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.

**Physical Abuse** – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

**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 include non-contact activities, such as involving children in looking at, or in the production of, sexual 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.

**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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including 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.

**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 and clothing, 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.

**Further specific safeguarding issues** (as stated in Keeping Children Safe in Education, Statutory Guidance for Schools & Colleges July 2016). A comprehensive list can be found in the previously mentioned document.

- Child sexual exploitation (CSE)
- Cyber bullying
- Domestic violence
- Female genital mutilation (FGM)
- Radicalisation see policy (DFE - The Prevent Duty June 2015)
- Children Missing from Education
- Drugs
- Sexting

### Female Genital Mutilation (FGM)

This is a form of child abuse with long term effects. Staff receive regular training on potential indicators and warning signs. As a school we follow statutory guidelines and will report to the police, if we believe an act of FGM appears to have been carried out through disclosure from a victim of other means. Teachers will not seek for signs of visual evidence and will always discuss concerns with the DSLs prior to reporting it to the police. However should it become evident through disclosure or visual evidence that FGM has taken place, teachers have a mandatory duty to report it to the police immediately.

### Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Annual training for staff takes into account updates to CSE

### Peer on Peer Abuse

Peer on Peer abuse is the physical, emotional or sexual harm of another child by a child. In this instance, the normal safeguarding protocol would be followed and the children separated immediately. The curriculum at Cogenhoe ensures that pupils are taught how to respond to each other positively and a broad curriculum supports this further.

### Private Foster Care Arrangements

When a member of staff becomes aware of a private fostering arrangement, where a child under the age of 16 (disabled person 18) is being provided with food and shelter by someone whom they are not related to, they must inform the DSLs immediately. The school would then notify the LEA to assure that the accommodation is suitable and safe for the child.

### Preventing Radicalisation

In line with statutory guidelines, the Governing Body and Headteacher have assessed the risks associated with radicalisation for pupils and have planned accordingly.

In addition, staff receive regular training linked to this area of safeguarding and are aware to look for signs of changes in behaviour. Any concerns should be reported to the DSL immediately, who will decide on the appropriate course of action. Where there are raised concerns and if it would be appropriate, a referral to the Channel Programme may be applicable.

For further information regarding the school's prevent strategy, please refer to the Safeguarding, Extremism and E-safety policies.

Further information can be gained from the website [www.nspcc.org.uk](http://www.nspcc.org.uk). A further extensive list can be found in Thresholds & Pathways.

### **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT HOME AND THE MANAGEMENT OF REFERRALS TO CHILDREN AND YOUNG PEOPLE'S SERVICE SOCIAL CARE**

- All staff follow the Northamptonshire Local Safeguarding Children Board Inter-Agency Procedures ([www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk)) and have a duty to recognise concerns and maintain an open mind.
- Accordingly all concerns regarding any pupils will be discussed with a Designated Lead (or another senior member of staff in the absence of the DL) prior to any action being taken or any discussion with parents.
- All concerns must also be recorded (sample form Appendix 4)

It is *not* the responsibility of the school staff to investigate concerns or to determine the truth of any disclosure or allegation.

#### **1. Staff will immediately report to the DSL:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation for injury given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child might be vulnerable to extremism
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

#### **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. Cogenhoe Primary School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Those who are disclosed to are duty bound to inform the DSL immediately and must not discuss the issue with other people. A written record will be required of the disclosure

### Children with Special Educational Needs & Disabilities

Where there is particular concern around a child with SEN, including communication the school reserves the right to require the support of the class teacher. Support assistant where applicable or SENCO. This is because, we recognise that children with Special Educational Needs can present additional safeguarding challenges and disclosures can be more challenging. These challenges can include:

- Assumptions that indicators of possible abuse relate to the child's impairment and therefore are not explored further.
- Children with SEN can be disproportionately impacted by situations like bullying without outwardly showing signs.
- Communication barriers

#### Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm and ensure that the child knows staff cannot keep secrets
- not investigate
- try to ensure that the child disclosing does not have to speak to another member of school staff
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me' 'Explain' and 'Describe' (TED) rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that the senior designated person will have to be informed
- reassure and support as far as possible and be honest
- explain that only those who 'need to know' will be told
- explain what will happen next and that the child will be involved as appropriate

### 3. Action by the Designated Lead or other senior person in their absence

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child (see Safeguarding policies)
- discussing the matter with other agencies involved with the family and gathering all information from other members of staff etc
- consulting with other appropriate agencies e.g. EES, Social Care

Then decide:

- whether to make a child protection referral to Customer Service Centre because a child is suffering or is likely to suffer significant harm and whether this needs to be undertaken immediately.
- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk. (It is important that the potential impact upon outcomes for children is borne in mind when judgements are made about when it is or is not appropriate to share concerns with parents/carers)

- that reasons for NOT notifying parents before making a referral or concerns about doing so will be discussed with the Initial Contacts Team and recorded.

### Customer Service Centre, Children and Young People's Service

Tel No 0300 126 1000  
 Fax 0300 126 8900  
 E.mail [cypsncinitialcontact@northamptonshire.gcsx.gov.uk](mailto:cypsncinitialcontact@northamptonshire.gcsx.gov.uk)  
 Visit [www.northamptonshire.gov.uk/cyps](http://www.northamptonshire.gov.uk/cyps)

Out of Hours 01604 626938

***It may be at this stage it is difficult to gauge the seriousness of the concern and the DSL should contact Customer Service Centre for advice.***

All referrals will be followed up by using the Inter-Agency Referral Form within 1 working day  
[www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk)

The DSL may decide:

- not to make a referral at this stage
- that further monitoring is necessary
- that an assessment of need is required (e.g. Common Assessment Framework) and/or make a referral for other services.

Children and young people are supported most effectively when services are planned and delivered in a co-ordinated way to offer integrated support across the continuum of needs and services ([www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) 'Making Children Safer Northamptonshire Thresholds & Pathways.' A matrix of vulnerability is included in this guidance.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

#### 4. Action following a child protection referral

The Designated Lead or other appropriate member of staff will:

- make regular contact with Customer Service Centre for outcome of referral
- wherever possible, contribute to any Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children become subject to a Child Protection Plan, contribute to the Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where there is disagreement with a decision made, e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, attempts should be made to address issues via line management. ([www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk) – chapter 7) (Advice can also be sought from Education Entitlement or Northamptonshire Review and Conference Service)
- where a child is subject to a Child Protection Plan and moves from the school or goes missing, immediately inform the key worker in Social Care and Educational Entitlement Service

#### 5. Recording and monitoring

The Designated Lead should ensure that:

- Accurate records are kept and clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim, where possible, and a note made of the location and description of any injuries seen. (Appendix 4 – sample ‘Cause for Concern’ form)
- All safeguarding/child protection documents are retained in a ‘Child Protection/Safeguarding’ file, separate from the child’s main file. This will be kept securely and only accessible to the Headteacher and Designated Lead.

These records will be copied and the copy transferred to any school or setting the child moves to, clearly marked ‘Child Protection/Confidential, for attention of Designated Lead Child Protection.’) The sending and receiving of files should be evidenced. The original file should be kept by the establishment.

([www.rms-gb.org.uk/resources/848](http://www.rms-gb.org.uk/resources/848))

- When details of the receiving establishment are not known, schools should follow the ‘Missing Child’ procedure. If the child is subject to a Child Protection Plan the Social Worker must be informed and arrangements must be made to transfer the files.
- When admitting a new pupil where there are existing child protection records that have not been passed on, these records must be chased within a reasonable timescale

## 6. Supporting the Child and Partnership with Parents

- School recognises that the child’s welfare is paramount, however good child protection/safeguarding practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them, whilst fulfilling our duties to protect any child. The impact on outcomes for children must be borne in mind when making any decisions about discussing concerns with parents/carers
- We acknowledge that lack of parental consent should not be a barrier to services for children
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child and themselves.

## Appendix 1

Useful numbers/links

### **Initial Contact Team Children and Young People's Service**

Tel No	0300 126 1006
Fax	0300 126 8900
E.mail	<a href="mailto:cypsnccinitialcontact@northamptonshire.gcsx.gov.uk">cypsnccinitialcontact@northamptonshire.gcsx.gov.uk</a>
Visit	<a href="http://www.northamptonshire.gov.uk/cyps">www.northamptonshire.gov.uk/cyps</a>

Out of Hours	01604 626938
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Northampton Review & Conference Service	01604 654040
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Police Child Abuse Investigation Unit	03000 111222
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Education Entitlement Service:	Online
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Safeguarding Vulnerable Adults

<http://www.northamptonshire.gov.uk/en/councilservices/asc/services/va/Pages/Safeguarding.aspx>

01604 362900

## **Appendix 2** **Useful Documents**

'The Prevent Duty' DFE June 2015

'Keeping Children Safe In Education DFE April 2014

'Making Children Safer Northamptonshire Thresholds & Pathways'

'Information Sharing: Practitioners' Guide' (DfES 2006) [www.everychildmatters.gov.uk/informationsharing](http://www.everychildmatters.gov.uk/informationsharing)

'Working Together to Safeguard Children' (DfES 2013) Search title in [www.ecm.gov.uk](http://www.ecm.gov.uk)

Northamptonshire Local Safeguarding Children Board 'Inter-Agency Child Protection Procedures ' (LSCBN 2010) [www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk)

Common Assessment Framework – [www.northamptonshire.gov.uk/caf](http://www.northamptonshire.gov.uk/caf) [www.ecm.gov.uk](http://www.ecm.gov.uk)

LSCBN Training Programme [www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk) - Adults working with children/Training Information

LSCBN Inter-Agency Referral Form – [www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk) Worried about a Child/Person Working with a Child

Records Keeping Management Tool Kit – [www.rms-gb.org.uk/resources/848](http://www.rms-gb.org.uk/resources/848)

Guidance on child protection records retention and Storage (England and Wales) Search title in – [www.nspcc.org.uk](http://www.nspcc.org.uk)

School to School (s2s) – [www.teachernet.gov.uk/s2s](http://www.teachernet.gov.uk/s2s)

Guidance for Safer Working Practice DFE 2009 Guidance  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=8200>

## **USEFUL WEBSITES**

Keeping Children Safe Online

[www.ceop.gov.uk](http://www.ceop.gov.uk)  
[www.missdorothy.com](http://www.missdorothy.com)  
[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

Bullying & child abuse

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)



**TRAINING**

**'SENIOR DESIGNATED PERSON FOR CHILD PROTECTION'**

**'MANAGING ALLEGATIONS'** for Headteachers and Chairs of Govs

**'GOVERNORS' RESPONSIBILITIES FOR SAFEGUARDING CHILDREN IN EDUCATION'** for  
nominated Governor

**'SAFER RECRUITMENT'**

(Also available on line [www.cwdcouncil.org.uk/safeguarding/safer-recruitment](http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment) )

**INTER AGENCY TRAINING**

Brochure - [www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk)

**COMMON ASSESSMENT TRAINING**

[www.northamptonshire.gov.uk/caf](http://www.northamptonshire.gov.uk/caf)

SAFEGUARDING CHILDREN IN EDUCATION

STUDENT WELFARE - CHILD PROTECTION

Pupil's Name \_\_\_\_\_ Class : \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Areas of Concern**

**Advice/Action**

Member of Staff: \_\_\_\_\_ Signed: \_\_\_\_\_

*Passed to Designated Person :-*

Name: \_\_\_\_\_ Date: \_\_\_\_\_