

Whole-School Policy on Child Protection

SCHOOL: ...Cribden House School

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

Academic Year	Designated Senior Person & 'Back-Up' or Deputy DSP	Nominated Governor
2016-17	Siobhan Halligan Joanne Ashworth	Nick Pilling

B. Training for Designated Staff in School (DSPs should refresh their training every 2 years KCSIE 2016)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Siobhan Halligan	June 2016	LCC
Joanne Ashworth	June 2015	LCC
Nick Pilling	June 2015	LCC

C. Whole School Child Protection Training (all staff should receive induction and "regular" updated training KCSIE 2016)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All staff	16.3.16	Phil Threlfall
Refresher INSET reading session	2.9.16	Siobhan Halligan

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D. Review dates for this policy (annual review required KCSIE 2016)

Review Date	Changes made	By whom
To be reviewed Sept 2017	Siobhan's DSP training dates updated	SH

DEVELOPING A WHOLE SCHOOL POLICY ON SAFEGUARDING & CHILD PROTECTION

1. PURPOSE OF A CHILD PROTECTION POLICY

- 1.1. An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

2. INTRODUCTION

2.1. This policy is for Cribden House School, a special school for primary aged pupils with emotional and behavioural difficulties. At Cribden House, we believe in every child's ability to succeed within a nurturing and inclusive environment. We aim to equip each child with the skills and strategies they will need to fulfil their potential and make a positive contribution to school and their community. We will celebrate every small step on this journey with a positive, supportive team approach, and help each child to develop resilience when they face setbacks. We are committed to helping our children make a successful transition to the next stage in their learning.

(This policy applies to all staff and volunteers in school)

This policy was written by Schools Safeguarding Officer, Lancashire County Council, based on the previous template which originated in the Child Protection Information Pack 2004 and has been updated on an as and when required basis and acknowledges that it did and does include information from the CAPE sample school policy.

All schools are expected to play their part in keeping children safe. These responsibilities for maintained and independent schools (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Governing Bodies and Proprietors to ensure that arrangements are made to safeguard and promote the welfare of children at the school.

This policy updates the LA sample template policy issued last in April 2014 and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2015) - <http://panlancshirescb.proceduresonline.com/index.htm>

- Keeping Children Safe in Education (KCSIE) (DfE 2016)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What To Do If You're Worried A Child Is Being Abused (DfE 2015)
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- Disqualification under the Childcare Act 2006
<https://www.gov.uk/.../disqualification-under-the-childcare-act-2006>
- The Childcare Act 2006 – Disqualification Requirements.
- The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014.

(Where the Schools Early Years Provision is Registered with OfSTED, they are must comply with section 3).

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:**
Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.
- (b) **Protection:**
By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and 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.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

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. This will be achieved through building strong relations between teachers and other adults working with children. The building of a strong pupil voice.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. This will be achieved through a strong pastoral ethos and a nurture team approach across school.
- (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. PSHE is a core curriculum subject in school and taught daily.
- (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.

4. FRAMEWORK

'Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;

- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues (in school this would be the DSP/backup DSP) and local authority children's social care.
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes. (Working Together to Safeguard Children 2013)

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 Lancashire Safeguarding Children Board (LSCB).

www.lancashire.gov.uk/safeguardingchildrenboard/ will provide you with all of the information you need about the LSCB

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 is to have overall responsibility for the recording and reporting of all Child protection concerns. To ensure all staff receive induction and regular training in all CP matters.

5.3 The Headteacher is the DSP in Cribden House.

5.4. The governors are responsible for the safe recruitment and vetting of staff and for the school being a safe and secure place. The governors are responsible for the policies overall and their compliance with national and local guidelines and their annual review. The designated governor has the duty of undertaking the training appropriate to the role within the designated timescale.

See Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

5.5 Who is available within the Local Authority to offer advice and support?

Lancashire Schools Safeguarding , Inspection and Audit team
Lancashire County Council
Schools Safeguarding Service
Room B21a
County Hall
Preston
Lancashire
PR1 8RJ
01772 532723

LADO, Legal team, Schools HR, School Advisor, CAF officer

Andrea Glynn	Schools Safeguarding Officer	01772 531196
Tim Booth	LADO	01772 536694
Sarah Duckworth	Schools HR Advisor	01772 533510
Lesley Sullivan	School Advisor	01772 683609.
Lynn Brewer	Legal Services	01772 530849

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 policy will be held on staff shared drive and regularly reviewed. SLT will ensure that it is understood by all staff and consistently applied across school
- Staff will be kept informed about child protection procedures via regular updates, staff briefings and INSET days
- New and/or temporary staff will be made aware of child protection procedures/ the CP policy by an induction program and receipt of Induction/Safeguarding pack.
- The CP policy will be published on the School website and new parents given important information at admission. School will offer a range of methods of

communication to parents about important updates – letter, chatbooks, phonecalls, email

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 training within this timescale.'

- Child protection training :

All staff within school, whether in a paid or voluntary capacity and irrespective of their role that come into contact with children will receive basic level 1 child protection training by DSP or LC personnel.

- Staff will be kept informed on current child protection issues
Regular updates via staff briefings and meetings
- What internal / external support networks are available to staff if there are concerns or queries? (This year staff have access to Benenden Healthcare counselling services and also where necessary LCC Employee Welfare and Counselling Service 08000 214 154 www.youreap.co.uk
or use the link <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>)

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'.

- School will ensure that parents, governors and every adult working in / associated with the school understands the need for and basic principles regarding confidentiality and why a teacher can never guarantee confidentiality to a child.
- Staff will know what they should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others (e.g. see Appendix 2 of the attached Procedures template)
- Staff will be made aware who needs to be given information relating to a child about whom there are concerns and who should not be given this information.
- All staff will know who should be contacted under the LSCB procedures.

- 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.

See also Document A10(ii) in the Child Protection Information Pack

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.
- School uses BehaviourWatch in addition to other informal methods to record concerns about the welfare or behaviour of a child. Each Nurture group is responsible for passing on concerns to the DSP – all concerns can be recorded confidentially on Behaviourwatch and alerts sent to the relevant member of staff. CP files will be stored securely under lock and key and only the DSP/backup DSP should have access to them – this should be in 1 central place within school. Staff do not have open access to the information contained in child protection files though DSP may delegate access to these records.
 - School closely monitors all children about whom there are concerns and works closely with all agencies involved.
 - All relevant professionals are notified that a child is being monitored.
 - Staff are briefed as to the status of these records in respect of parental access
 - When a child transfers or leaves the school, copies of the child protection file are sent to the receiving establishment or referred to Children Missing from Education if no one knows which area and/or school they have moved to.

See also Document A10(i) in the Child Protection Information Pack

10. CHILD PROTECTION CONFERENCES

- Child Protection Conferences may need to be attended by any member of staff working closely with a child.
- Training and support will be given to staff who attend conferences.
- Staff will be trained to produce relevant, concise and professional reports for Child Protection Conferences¹

Go to www.lancashire.gov.uk/safeguardingchildreboard/ and access Chapter of the Safeguarding Children Procedures; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare – Procedures

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 support².

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)³;

¹ Child Protection Registers were phased-out, nationally, by 01 April 2008, the new terminology is a child protection plan/child subject of a child protection plan. For more information: www.everychildmatters.gov.uk/socialcare/integratedchildrenssystem/technical/crp/

² 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

³ See also Education & Inspections Bill + 'Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance: the legal framework for school discipline', 2006.

- (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:

- Staff Codes of Conduct
- Behaviour Policy
- Anti-bullying Policy
- Special Education Needs
- Health and Safety
- E-safety

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

See CP Information Pack Document C4

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.

Go to www.lancashire.gov.uk/safeguardingchildrenboard/ and click on contents and go to CHILDREN IN SPECIAL CIRCUMSTANCES

All staff and volunteers follow the LSCB Child Protection Procedures

<http://panlancashirescb.proceduresonline.com/index.htm>

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.

It must also be stressed that children can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang activity, then children may also be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

Bruising to Non-Mobile Children (LSCB Procedures 1.3 points 24 – 26)

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and referred for immediate paediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility);

In addition:

When there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures;

Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for paediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining paediatrician. CSC will also assist with further information gathering at the request of the examining paediatrician should this be required

Go to Flowchart in Appendix 3 for procedure

Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues , these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances)

Go to <http://panlancashirescb.proceduresonline.com/index.htm>

and click on contents and go to CHILDREN IN SPECIFIC CIRCUMSTANCES

There is also further information regarding some of these issues:

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹². There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately following section 5.32 of the LSCB procedures.

<http://panlancashirescb.proceduresonline.com/index.htm>. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 57-76 of the Prevent guidance relates to schools

Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators:

FGM: multi agency practice guidelines:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

Also s5.19 <http://panlancashirescb.proceduresonline.com/index.htm>

From, October 2015, all teachers who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 will immediately report this themselves to the police. They will consider

discussing this with the DSL unless there is a specific reason to do so and involve CSC as appropriate. (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

Child Sexual Exploitation:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive „something” (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming 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”

Via the curriculum this staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE will be reported to the DSL who will follow the LSCB procedures as defined in s5.22.

<http://panlancashirescb.proceduresonline.com/index.htm>

For all Safeguarding issues:

a) Staff must immediately report:

- 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 given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, 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 is presenting signs or symptoms of abuse or neglect

- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. 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. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school pro forma.

12. SAFER SCHOOLS, SAFER STAFF

- Staff will be given guidance about : physical contact with pupils, working in a one-to-one situation with a pupil, and advised about avoiding situations where allegations may be made against them?

All staff have received a copy of the document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009 – this document been shared with staff and they have signed to say that they have received a copy of it.

See Document A10 in the CP Information Pack

- Information is made available to school staff about 'counselling' and/or giving advice to children/young people about sexual matters.

Go to:

www.Lancashire.gov.uk/safeguardingchildrenboard/, **'Working with Sexually Active Young People Under the Age of 18 which is in Chapter 5 Children in Special Circumstances (accessed through contents)**

If staff have concerns about the conduct of a member of staff, they must report any concerns or allegations to SLT in the first instance. An investigation will be undertaken in consultation with the local authority following the agreed procedures.

NB. If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

KCSIE details that part of the DSP role where an allegation has been made and it relates to a child, that the DSP is the person who refers it to the LADO, CSC and the police. That where threshold for barring is met then the DSP refers it to DBS.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSIE para116, p33)

Confidentiality in relation to allegations.

In the event of an allegation being made, our school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media eg Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice. (KCSIE para117, p33).

See also Documents A6(i) and (ii), A8 and A7(i) in the Child Protection Information Pack.

Also, go to : www.lancashire.gov.uk/safeguardingchildrenboard/, click on contents and go to Chapter 6 – Safe Workforce

All relevant staff who work within early years or provide child care to children in extended years will be checked in accordance with the requirements of the statutory guidance Disqualification under the Childcare Act 2006 (February 2015). These checks will be conducted annually for existing staff and at the point of conditional job offer for new staff. A record of all checks will be entered onto the Single Central Record and disclosure forms will be held on staff personnel files.

13. USE OF MOBILE PHONES AND CAMERAS

"The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting" EYFS 2012 s3.4.

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2012). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

Procedures

- Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on T drive and deleted when children leave 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 and once done images are then immediately removed from the cameras memory.

Parents will be asked for their consent for photographs to be taken and used within school – procedures regarding LAC children will be followed and shared with staff.

Parents/carers may take photographs of their children during assemblies/Christmas shows but will be requested not to share these outside of their home (and not to publish on social networking sites)

Staff are not permitted to have mobile phones in the classroom during contact time unless this has been agreed with SLT (eg where an urgent call may be expected). Staff may use their phones during break times in staff areas.

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

SCHOOL CHILD PROTECTION PROCEDURES

The DSP will ensure that the school Child Protection policy is made publically available and that parents are aware of the fact that suspected abuse or neglect may be made and the school/colleges role within this. That staff know the policy and use it appropriately, it is reviewed and updated regularly along with the governing body/management committee.

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: Siobhan Halligan.....

The Back Up Designated Senior Person is: Joanne Ashworth

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 action⁴:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves, the process in our school is that all concerns are reported to the DSP/backup DSP, if no one who is DSP trained is contactable, then the concerns are reported to the next most senior member of staff.

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:

⁴ 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'](#)

- In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF 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?
- 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? **(Level 4 on the current CoN)**
- 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)? **(Level 4 on the current Con)**
- 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? (Safeguarding in Education Team 01772 532723)
- 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?

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)

As of 31st October 2013, the thresholds and documentation for referrals to CSC changed

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** Universal – thriving
- **LEVEL 2** Additional Support Needs – Just coping
- **LEVEL 3** Complex Support Needs – Struggling to Cope
- **LEVEL 4** Intensive Needs – Not Coping



The link below enables you to access the documents to enable a referral to CSC and also the CAF/TAF forms as well as relevant guidance documents

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=40180>

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 a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)

(see www.lancashire.gov.uk/safeguardingchildrenboard - click on contents and go to Chapter 3; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare - Procedures

- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

1. Feedback from Children's Social Care

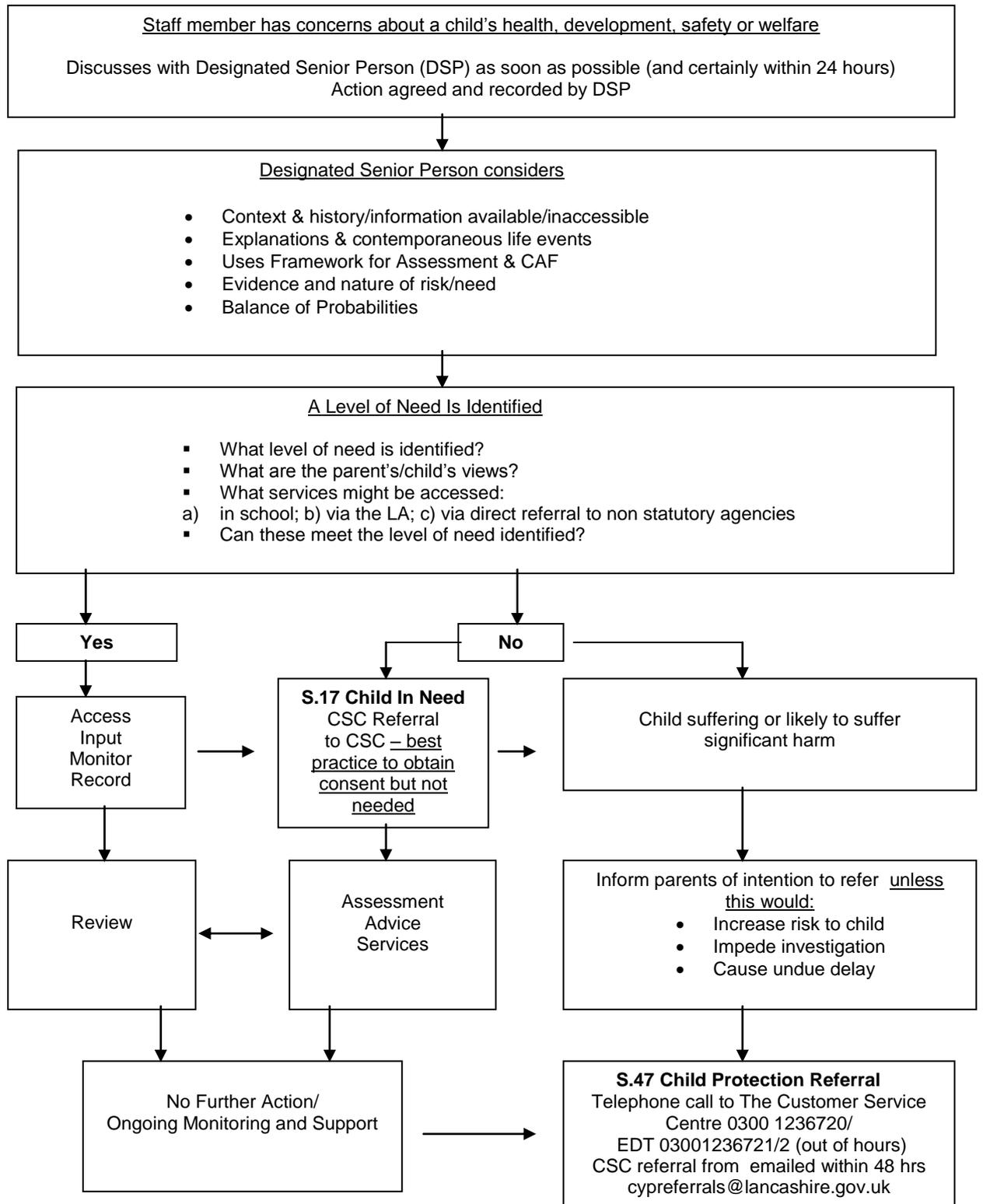
Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **ONE** working day. If the referrer has not received an acknowledgement within **THREE** working days they should make contact with the relevant manager in 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?
- 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



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;
- 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?

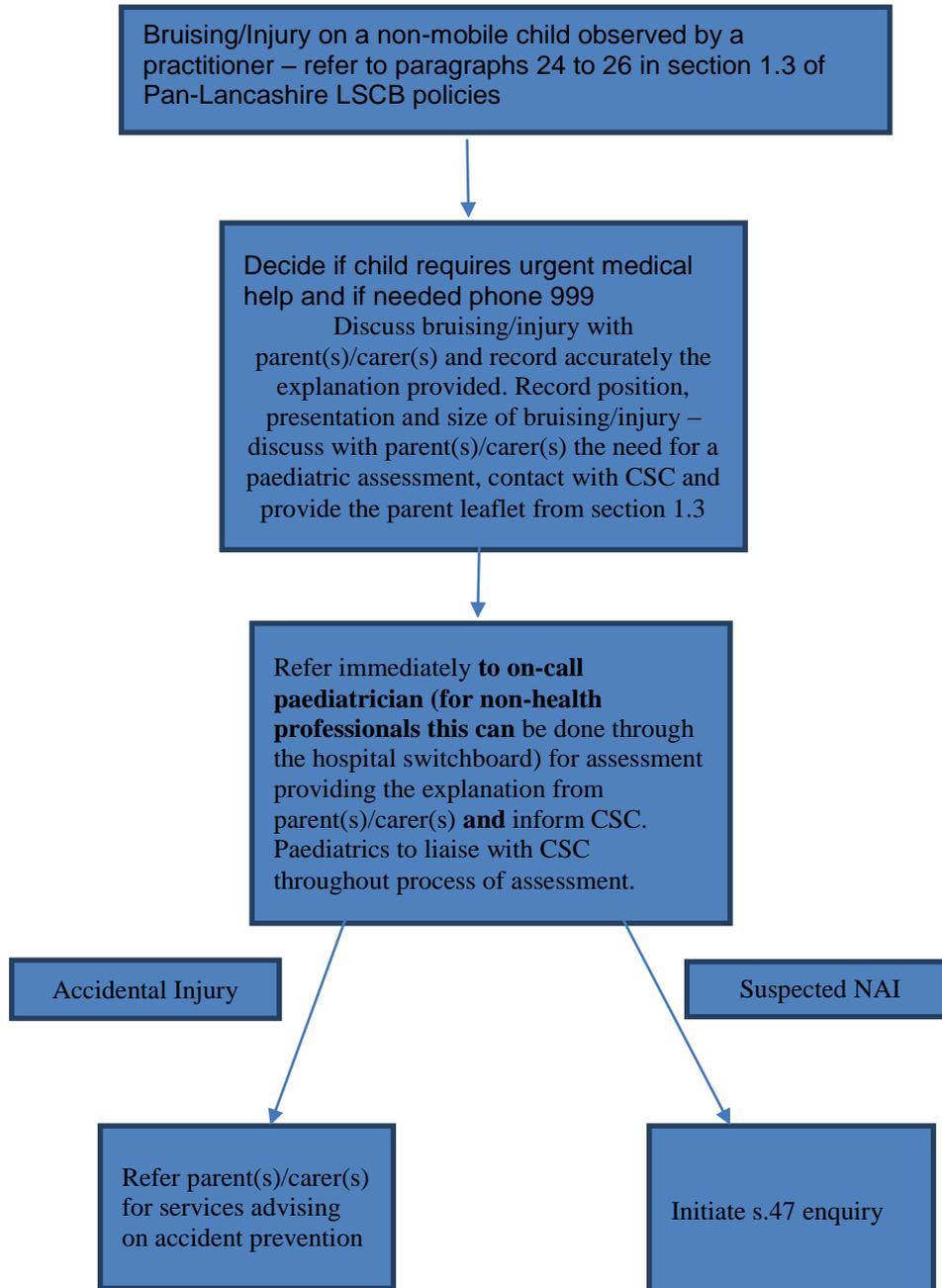
- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... 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;
- 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 Bruises to Non Mobile Children Flow Chart

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.



APPENDIX 4: Children's Social Care

Referrals

Lancashire

The Customer Service Centre 0300 123 6720
email address for referrals cypreferrals@lancashire.gov.uk
Emergency Duty Team (Out of Hours) 0300 123 6721/3

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 EDT 01254 587547

Blackpool 01254 477299

Cumbria 0333 240 1727

North Yorkshire 01609 536993 EDT 0845 0349417

St Helens 01744 676600 or 0300 6500 148 EDT 0845 0500 148

Wirral 0151 606 2008 EDT 0151 604 63501

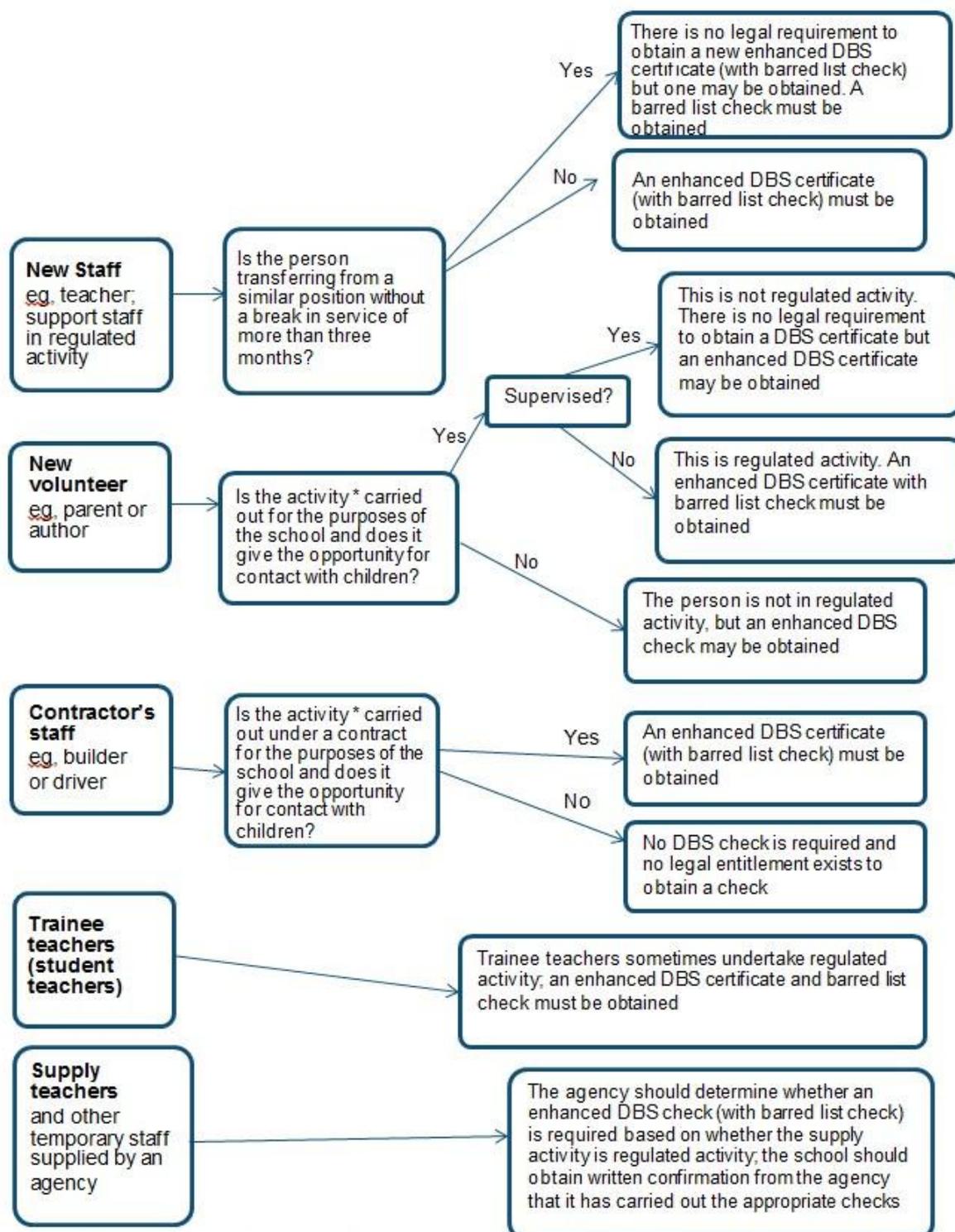
Sefton 0845 140 0845 EDT 0151 9208234

Rochdale 0300 303 0440 EDT 0300 303 8875

Bradford 01274 437500 EDT 01274 431010

Wigan 01942 828300 EDT 0161 834 2436

APPENDIX 5: DBS Check Flowchart



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'