



## Griffe Field Primary School

# Child Protection and Safeguarding Policy

### Policy review dates and changes

<u>Review Date</u>	<u>By Whom</u>	<u>Summary of Changes</u>	<u>Date implemented</u>
June 2015	EM	Latest DfE guidance	
October 2015	EM	Prevent and CSE lead professional-see Safeguarding folder	
Nov 2015		Staff and full Gobs review of changes	Nov 2015
Sept 2016	EM	Keeping Children Safe in Education Sept 2016-all staff and Governors	Oct 2016
Nov 2016	EM	Change of Deputy Safeguarding Lead re: ES secondment	14 <sup>th</sup> Nov 2016
March 2017	EM	Child sexual exploitation DfE Feb 2017 definition	21 <sup>st</sup> March 2017
November 2017	EM	Private Fostering	16 <sup>th</sup> Nov 2017
January 2018	EM	Sexual violence and sexual harassment Dec 2017	17 <sup>th</sup> Jan 2018

<u>Contents</u>	<u>Page</u>
1. Introduction	3
• Aims of Policy	3
• Purpose of the policy	3
• Context	4
2. <u>Safeguarding Roles and Responsibilities of Staff</u>	4
• Roles and Responsibilities of Governors	5
• Roles and Responsibilities of the Headteacher	6
• Roles and Responsibilities of the Designated Safeguarding Lead (DSL)	6
• Roles and Responsibilities of School Staff	7
• Other Key Safeguarding Contacts	7
3. Safe School Ethos and Culture	8
• Safeguarding as part of the Curriculum	8
• Vulnerable Children	9
• Working with Parents and Carers	9
4. <u>Taking Action on Safeguarding Concerns</u>	10
• Derby and Derbyshire Safeguarding Children Procedures	10
• If you suspect a child is at risk of harm	10
• If information is disclosed to you	11
• Role of the Designated Safeguarding Lead following identification of concerns	12
• Notifying Parents	12
• Referral the Children’s Social Care	12
• Getting Help for the Child	13
• Early Help Assessment (EHA)	13
• EHA pre-assessment checklist	13
• Team Around the Family (TAF)	13
• Action following a referral	13
• Confidentiality and Sharing Information	13
• Record Keeping	14
• Support for those involved in a Safeguarding/Child Protection Issue	14
5. <u>Safer Recruitment and Selection of School Staff</u>	15
• Extended School and off site arrangements	15
6. <u>Allegations against teachers and other staff (including volunteers)</u>	15
• Concerns about a member of staff or volunteer	16
• Initial actions following an allegation	16
• Staff who are the subject of an allegation	16
• On conclusion of a case against a member of staff	17
• Malicious or unsubstantiated allegations	17
<u>Appendices</u>	
1. Information Collection Form	18
2. What is abuse and neglect	19
3. Seven Golden Rules for Information Sharing	23
4. Concerns Form	27
5. Action when a child had suffered or is likely to suffer harm	29
6. Child Referral Form to Children’s Social Care	24
7. Guidance/further information	30

## **Introduction**

This document outlines Griffie Field Primary School's Safeguarding and Child Protection Policy. It applies to all adults, including volunteers working in or on behalf of the school.

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring 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.

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings, and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking the appropriate action with the aim of making sure they are kept safe both at home and in the school setting.

## **Aim of Policy**

To ensure that children are effectively safeguarded from the potential risk of harm at Griffie Field Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

- maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ensure children know that there are adults at school whom they can approach if they are worried.
- include opportunities in the curriculum for children to develop the skills they need to stay safe.
- develop awareness for all staff regarding their role in safeguarding.
- ensure that all staff are aware of the referral procedures within the school.
- monitor all pupils judged to have safeguarding concerns.
- ensure that outside agencies are involved as appropriate.
- fulfil our legal duty to report any child protection concerns to the social care.
- provide information for parents/carers.
- practise safe recruitment.

## **Purpose of the Policy**

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to safeguarding and child protection.
- Know the procedures that should be followed if they have a cause for concern.
- Know where to go to find additional information regarding safeguarding.
- Are aware of the key indicators relating to child abuse.
- Fully support the school's commitment to safeguarding and child protection.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

## **Context**

This policy enables Griffie Field School to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Keeping children safe in education – statutory guidance (Sept 2016)
- Working Together to Safeguard Children (2015)
- Children Missing in Education (Sept 2016)
- Annual Audit ((Derby Safeguarding Board)
- Derby and Derbyshire Safeguarding Children Procedures (2008)
- Children Act (1989)
- Children Act (2004)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Information Sharing; Guidance for practitioners and managers (2015)
- Dealing with Allegations of Abuse against Teachers and other Staff (2011)
- Protection of Freedoms Act (2012)
- Sexual violence and sexual harassment between children in schools and colleges (Dec 2017)

The policy is consistent with Derby and Derbyshire Safeguarding Children web-based procedures which can be found at [www.derbyscb.org.uk](http://www.derbyscb.org.uk). The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as:

- Positive Behaviour
- Special Educational Needs
- Health and Safety
- Toileting/Intimate Care
- ICT/E-safety
- Relationships and Sex Education
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure
- Staff Discipline, Conduct and Grievance
- Information Sharing
- Whistle Blowing
- Managing Allegations against a member of staff
- First Aid
- Educational Visits

The Safeguarding File including all relevant policies, schedule of required training, Safeguard training records, the annually review Safeguarding action plan and PREVENT action plan are all kept centrally in Store 1.

## **Safeguarding Roles and Responsibilities of School Staff**

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to report/record all concerns to the identified staff with safeguarding responsibilities within the school. The names of these key members of staff are listed at the end of this section.

Staff induction will include organisation vision, aspirations and expectations of all staff and what is considered acceptable and what is not. They will also receive safeguarding training during their induction period and regularly thereafter so they are equipped with the knowledge and skills to keep children safe. We will engender the principle that safeguarding is 'everyone's responsibility'. Staff will also be informed of the role of the Designated Safeguarding Lead (DSL) and the name of the Designated Safeguarding Governor.

All staff will:

- Read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (2016).
- Receive safeguarding training at least every two years so they are equipped with the knowledge and skills to keep children safe.

### **Roles and Responsibilities of Governors**

The Governing Body will ensure the following:

- The school has an effective Safeguarding Policy and procedures in place – and they are in accordance with locally agreed inter-agency procedures. When requested they will make sure it is available to parents.
- The school is compliant with Safer Recruitment procedures and makes sure appropriate checks are carried out on staff and volunteers.
- There are procedures for dealing with allegations of abuse against staff and volunteers, which are compliant with locally agreed inter-agency procedures.
- There is a senior member of the schools leadership team (the Designated Safeguarding Lead/DSL) who is designated to take responsibility for dealing with safeguarding issues, monitoring safeguarding activity, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- Members of the school Governing Body will undertake training about safeguarding children and, where appropriate, Safer Recruitment Training.
- That staff attend safeguarding training, including refresher training appropriate to their roles.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Policies and procedures are reviewed annually and provide information about them and how they have been discharged.
- There is an individual member of the Governing body who will take lead on safeguarding children and champion Child Protection issues within the school, liaise with Head Teacher about them, and provide information and reports to the Governing Body. A Designated Deputy Safeguarding Lead will also be appointed.
- There is consideration about how children may be taught about safeguarding, including on-line, through teaching and learning opportunities.
- People who pose a risk of harm are prevented from working with children by:
  - Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
  - Having written recruitment and selection policies and procedures in place.
  - The presence of at least one person on any appointment panel who has undertaken Safer Recruitment Training.

- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the Local Authority.
- That procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met.
- Where the Governing Body provides services or activities directly under the supervision or management of school staff, the schools arrangements for safeguarding apply. Where provided by a separate body the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children – and there are arrangements in place to liaise with the school on these matters where appropriate.

**At Griffie Field Primary School the Designated Safeguarding Governor is: Helen Hicks**

**AT Griffie Field Primary School the Deputy Safeguarding Governor is: Chrissy Diffin**

### **Roles and Responsibilities of the Head Teacher**

The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other interagency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is subject to a Protection Plan goes missing from education (DSCB Safeguarding Children procedures chapter 1.6.7).
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date by refresher training every three years (see Appendix 1).

### **The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)**

The DSL is a senior member of staff who co-ordinates the schools safeguarding and Child Protection arrangements. At Griffie Field Primary, the Designated Safeguarding Lead is the Headteacher. The role of the DSL includes;

Training, knowledge and skills

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Derby Safeguarding Children Board (DSCB) operates, safeguarding children procedures, particularly the conduct of a Child Protection case conference; and are able to attend and contribute to these effectively when required to do so.
- Maintain an updated copy of, or link to the Derby and Derbyshire Safeguarding Children Board Procedures and other related local and national documents; and ensure that staff are able to access these.
- Ensures everybody working in or on behalf of the school, has access to and understands the school Safeguarding Policy, especially new or part time staff.

- Ensure all staff have induction training covering safeguarding and are able to recognise and report any concerns as soon as they arise.
- Able to keep detailed accurate, secure written records of referrals and/or concerns.
- Attend any relevant or refresher training courses.
- Develop effective links with relevant statutory and voluntary agencies.

#### Referrals, tracking and monitoring

- Refer cases of suspected abuse or allegations to the First Contact Team.
- Act as source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Maintain an overview of all children where there are concerns i.e. children who have an Early Help Assessment (or CAF), Child in Need plan, Child Protection plan, Looked After plan or there is a 'concerns file'.
- Liaise with the nominated Governor to inform them of any issues and on-going investigations and ensure there is always cover for this role.

#### Raising awareness

- Ensure the school's Safeguarding Policy is updated and reviewed annually and work with the Head Teacher and Governing Body about this.
- Ensure the Safeguarding Policy is available to parents which alerts them to the fact that referrals may be made and the role of the school in this.
- When children leave the school ensure that their Child Protection/ Safeguarding File is copied for the new establishment as soon as possible (but transferred separately from the main file).

**At Griffe Field Primary the Designated Safeguarding Lead is: Emma Mitchell (Headteacher)**

**At Griffe Field Primary School the Deputy Designated Safeguarding Lead is: Kath Wheatley (SENCO) Lucy Morton (Class Teacher)**

**At Griffe Field Primary School the Senior Leadership Team and Lucy Morton are the Safeguarding Team.**

#### **Roles and Responsibilities of other School Staff**

- Have an understanding of how the school safeguards and promotes the welfare of children, including the school safeguarding children policy, their role and responsibilities in this and how to report any concerns.
- Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.
- Discuss concerns with the Designated Safeguarding Lead (DSL)
- Seek clarity from the DSL on situations they are unsure of
- Agree if any action is needed and what that action will be
- Record all safeguarding concerns (using the school concerns form) and forward this to the DSL or their deputy
- Record any 'gut feeling' concerns using the 'Information Collection' form Appendix 2 and bring this to the attention of the DSL. These will be monitored termly by DSL who will look for any patterns in behaviour and cross reference with other records kept in school including the Incident Book and the Time In records
- work with the DSL and where appropriate support Social Workers to take decisions about individual children

All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns. All

regular volunteers and students read the relevant Safeguarding documents. (See class Green Safeguarding Folders.)

### **Other Key Safeguarding Contacts**

#### Children's Social Care

- |                                   |              |
|-----------------------------------|--------------|
| ○ First Contact Team              | 01332 641172 |
| ○ Careline (out of hours service) | 01332 786968 |

Local Authority Designated Officer (LADO)	01332 717818
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Littleover Local Police	101
Locality Multi Agency Team (MAT)	01332 642254
Early Help Advisor	01332 642848
Education Welfare Officer	01332 641438

### **Safe School Ethos and Culture**

Griffe Field Primary School adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children encouraged to seek help from school staff.

Griffe Field Primary School will therefore ensure:

- That an ethos where children feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and Child Protection helplines i.e. Childline.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in a child's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safe recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy.

### **Safeguarding as part of the Curriculum**



Through PSHE and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school.

The following areas are addressed within PSHE and in the wider curriculum;

- Bullying
- Drug and alcohol use/abuse
- E safety
- Stranger Danger
- Fire and Water Safety
- Road Safety
- Relationships and Sex Education
- Gangs and gang culture

### **Vulnerable Children**

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are;

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers/refugees
- Living away from home, including private fostering arrangements (LA always to be notified of this)
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Do not have English as a first language
- Young carers
- Looked After Children

All leavers and started must be reported to the EWO (Education Welfare Officer) to ensure they are in the education system and not 'missing'.

### **Working with Parents and Carers**

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

Griffe Field Primary School will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the school, locally and nationally.

- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of child we will always seek to discuss this with the child's parents or carers first, however there may be occasions where we are not able to do this.

### **Taking Action on Safeguarding Concerns**

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL as soon as possible or by the end of the day.
- If the DSL is not around, ensure the information is shared with the deputy DSL or most senior person in the school that day and ensure action is taken to report the concern to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a Concerns Form (see Appendix 5).
- Seek support for yourself if you are distressed.

### **Derby and Derbyshire Safeguarding Children Procedures**

Griffe Field Primary School expects all staff to follow the Derby and Derbyshire safeguarding children procedures which can be found on the DSCB website [www.derbyscb.org.uk](http://www.derbyscb.org.uk).

Key points to note are:

- The DSCB Thresholds document will be used to support the DSL and school staff in their decision making about the child's needs and the appropriate assessment and interventions.
- It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care.
- All staff however have a duty to recognise concerns and maintain an open mind.
- All concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents.
- Information about abuse and neglect can be found in Appendix 3.
- When a member of staff suspects that a child may be at risk, but with no 'real' evidence, for example,
  - changes in the child's behaviour and/or appearance,

- reduction in school attendance,
- changes in a child's ability to concentrate and focus,
- any other physical but inconclusive signs.

The child should be given the opportunity to talk so they can be asked if they are alright or need any help. These concerns would be recorded using the 'Information Collection' form.

### **If you suspect a child is at risk of harm**

Information about abuse and neglect can be found in Appendix 3. There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

### **If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it could be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be

your way of being supportive but they may interpret it that they have done something wrong.

- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead.
- Write up your conversation as soon as possible and hand it to the Designated Safeguarding Lead.
- Seek support if you feel distressed.

If following your conversation you remain concerned about a child, you should always discuss your concerns with the Designated Safeguarding Lead.

### **Staff must immediately inform the Designated Senior Person if there is:**

- 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.
- 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 non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, honour based violence, female genital mutilation, sexual exploration or radicalisation.

### **Role of the Designated Safeguarding Lead following identification of concerns**

The Designated Safeguarding Lead (DSL) will;

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has previously been subject to a plan, has an Early Help Assessment (EHA previously a CAF) or is open to a Multi Agency Team (MAT).
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child a further risk of harm (see below).
- If unsure that a Child Protection referral should be made, seek advice from Children's Social Care. (See appendix 6)

### **Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

### **Referral to Children's Social Care**

The DSL will make a referral to Children's Social Care First Contact Team if it is believed that a child is suffering or is at risk of suffering significant harm. If a referral to Social Care

is not considered appropriate, consideration should be made as to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an Early Help Assessment (was CAF) to clarify the child's needs/strengths and the supports required and/or make a referral for other services. Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made. (See appendix 7)

The DSCB Threshold document and DSCB Safeguarding Children procedures chapter 1.2 will be used to guide making a referral to Children's Social Care.

## **Getting help for the child**

If a referral to Social Care is not considered appropriate, the school may consider:

- Completing or contributing to an Early Help Assessment
- In-school support that can be offered
- Referral to other services.

## **Early Help Assessment (EHA)**

This may be used when:

- parents, carers or children tell us that they require support,
- school staff identify that there may be emerging needs and that services might be required

## **EHA pre-assessment checklist**

This may be used when:

- the school and another service e.g. school nurse, may be able to meet the needs and take swift action and prevent needs escalating.

This process may identify that an early help assessment may be needed and the action to be taken.

## **Team Around the Family (TAF)**

This is a multi-agency response and is formed when multi-agency practitioners are needed to support emerging needs. They will work with the family to support the child's needs.

For more information about the early help assessment process see [www.derbyscb.org.uk](http://www.derbyscb.org.uk).

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made.

## **Action following referral**

The DSL or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker.
- Contribute to the Strategy discussion and/or the Strategy Meeting.
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference.

- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend Core Group meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan.
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care.

### **Confidentiality and sharing information**

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Children Boards' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (Appendix 4).

Staff should only discuss concerns with the Designated Safeguarding Lead, Head Teacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

### **Record keeping**

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school which the child transfers and a confirmation of receipt obtained.

### **Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by;

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

## **Safer Recruitment and Selection of School Staff**

The school has adopted robust recruitment and vetting procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school e.g. volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with Child Protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding, together with DBS and children's list checks and right to work in England checks.

In line with statutory requirements, underpinned by regulations, the following applies;

- DBS enhanced disclosure is required for **all** new appointments to the school workforce.
- Keep a single central record detailing a range of checks carried out on staff.
- All new appointments, who have lived outside the UK, are subject to additional checks as appropriate.
- Supply staff have undergone necessary checks to ensure their suitability for the post.
- Identity checks will be carried out on all appointments before the appointment is made.
- Disqualification by association checks will be requested
- At least one member of any interview panel has successfully completed Safer Recruitment Training.

## **'Extended school' and off site arrangements**

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including Safer Recruitment procedures. When our children attend offsite activities, we will check that effective Child Protection arrangements are in place.

## **Allegations against teachers and other staff (including volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with children. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where

appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

Griffe Field Primary School will always follow the Derby and Derbyshire Safeguarding Children Procedures, Section 11, Allegations against Staff, Carers and Volunteers.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of Governors.

### **Initial actions following an allegation**

The person who has received an allegation, or witnessed an event will immediately inform the Head Teacher and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 5).

In the event the allegation is against the Headteacher the matter will be reported to the Chair of Governors, who will proceed as the 'Headteacher'.

The Head Teacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

The Head Teacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or Police.

- The Head Teacher or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO); see other key safeguarding contacts list on page 7. This discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Head Teacher will inform the Chair of Governors of any allegation.



- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought for HR.

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. We must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

### **On conclusion of a case against a member of staff**

If the allegation is substantiated and the person is dismissed or resigns, the designated officer should discuss with the Head Teacher to decide whether the school will make a referral to the DBS for inclusion on the barred lists. **There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that has harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.**

Where it is decided that a person who has been suspended can return to work, the Head Teacher should consider how best to facilitate that. Most people will benefit from some help and support and depending on the circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Head Teacher should also consider how the person's contact with the child/ren who made the allegation can be best managed if they are still a pupil at school.

### **In respect of malicious or unsubstantiated allegations**

If an allegation is determined to be unsubstantiated or malicious, the designated officer should refer the matter to the children's social care services to determine whether the child is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action against the pupil is appropriate, or whether the police should be asked to consider action against the person responsible, even if he or she was not a pupil.

Agreed:



**Helen Hicks**

(signed)

(Designated Governor)

To be reviewed : December 2018

## Appendix1

### Griffe Field Primary School Information Collection Form

The Information Collection Form is used to record 'gut feelings' and/or conversations with children that you feel need recording so any patterns can be identified.

*A 'Concerns Form' must be completed if you are concerned about the welfare of a child, if a disclosure is made, or if you are concerned about an adult connected with the school.*

Child's Name		Child's Class	
Notes recorded by		Child's DOB	

Date	Comment	Initials

Date handed to DSL:

Comments:

## **Appendix 2**

### **Types of abuse and possible indicators**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child<sup>1</sup>.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens<sup>2</sup>. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained;
- Bruises or cuts;
- Burns or scalds; or
- Bite marks<sup>3</sup>.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued in so far 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 capacity, as well as over protection 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 cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation

<sup>1</sup> HM Government (March 2015) Working Together to Safeguard Children, page 92

<sup>2</sup> Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two year analysis of child protection database notifications 2007-2009, Department for Education, 2010

<sup>3</sup> HM Government (March 2015) What to do if you're worried a child is being abused: advice for practitioners

or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual Abuse**

Sexual abuse is any sexual activity with 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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, 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.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

**Child Sexual Exploitation (CSE)**

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 (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people 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.

The definition of child sexual exploitation is as follows: (DfE reference DFE-00056-2017)

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care 4; and

- Parents who fail to seek medical treatment when their children are ill or are injured.

### **Female Genital Mutilation (FGM)**

At Griffie Field Primary School we need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **Radicalisation and Extremism**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and Chief Officer of the local police. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

### **Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

## **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Schools should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or harassment as 'banter', 'part of growing up', or 'just having a laugh' and
- Not dismissing or tolerating such behaviours as it normalises them.

The most effective preventative education programme is via a whole school approach delivered by high-quality Relationship and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE).

## Appendix 3

### Seven Golden Rules to Sharing Information

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing**, but provide a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

*Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015) HM Government*



**Appendix 6**

**Child Referral Form to Children's Social Care**

Sent to:.....Children's Social Care

<b>REFERRED BY:</b> (print)		Status				
Address:						
Postcode:		Telephone:				
Confirmation of verbal referral: Yes / No		If Yes Date:	Receiving Worker:			
<b>Child / Young Person / Expected Baby details</b>						
Family Name:		Forename:	DOB:			
Gender: M / F	Disability:		Ethnic Origin:			
Address:						
Postcode:		Telephone:	Mobile:			
Main Address if different from above:						
Postcode:		Telephone:				
<b>Child / Young Person's principal carers / expectant mother</b>						
Name DOB	Relationship to child	Address	Tel No:	Parental responsibility Yes / No	Ethnic Origin	Disability
				Yes / No		
				Yes / No		
<b>Other household members (including children and non family members)</b>						
Surname	Forename	DOB	Relationship to child	Concerns Yes / No	Ethnic Origin	Disability
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
Other contact addresses & Tel No (e.g. Grandparents)						
<b>Agencies Involved</b>						
GP:		Base:		Tel No:		



**Family and Environmental Factors** (may include wider family, housing employment, social/community integration – include any worker safety issues):

**Do you believe the information is sufficient to warrant enquiries under the safeguarding children procedures? Is the child at risk of significant harm?**

**Reason for request for Children’s Social Care Assessment:**

**Signature:**

**Date:**

## **Appendix 4**

### **Concerns Form**

Education settings must ensure that volunteers, staff and governors are able to record concerns about:

- The welfare of a child or young person;
- The behaviour of a volunteer, member of staff, governor or person connected with the school.

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

### **Principles**

A statement should be included on the form used in the setting that confirms:

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Senior Person (DSP). If the concerns are immediate, please tell the DSP straight away."

### **Concerns about a child or young person**

<b>Child's name:</b>		<b>Date of Birth:</b>	
		<b>Class/Year/Form:</b>	
<b>Concern identified by:</b>		<b>Role:</b>	
<b>Date of concern:</b>		<b>Time of concern:</b>	
<b>Witness/es:</b>		<b>Place of incident:</b>	
<b>Name of alleged person (s) responsible for the harm:</b>			
<b>Not Known</b>			
<b>Pupil in this school/college</b>			
<b>Pupil in another school/college (Please specify)</b>			
<b>Family member</b>			
<b>Volunteer</b>			
<b>Member of staff</b>			
<b>Governor</b>			
<b>Other (Please specify)</b>			
<b>Please Note: A copy of this record must be kept on the personnel file for any volunteer, member of staff, governor or person connected with the school</b>			

**Concern/Incident/Disclosure: Why are you concerned about this child? What have**

**you observed and when? What have you been told and when?**

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

--

**Has any action already been taken in relation to this concern?**

For example child taken out of class, first aid

--

Name of person concerns reported to	Date

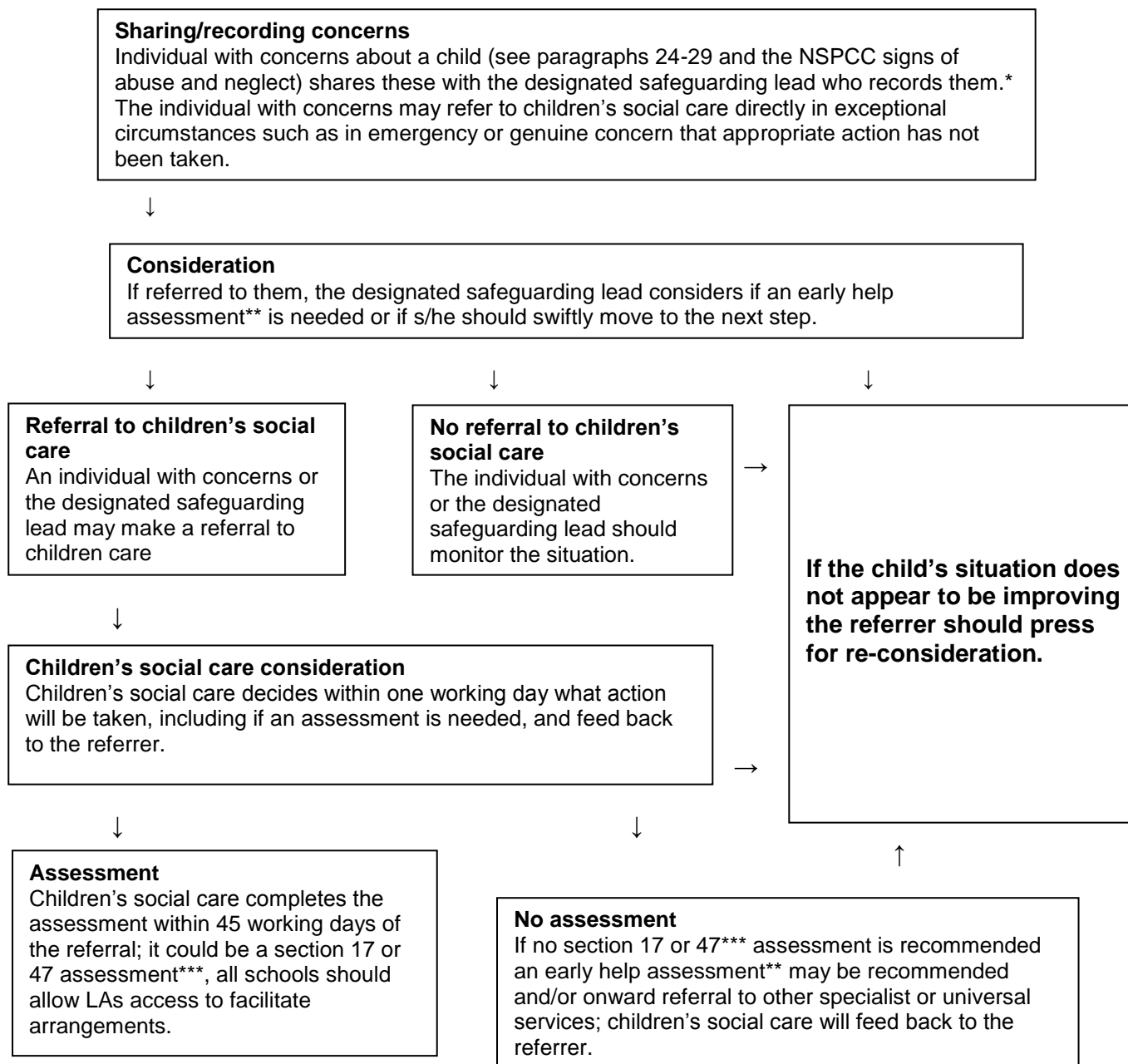
<b>Action to be taken / recommendations from DSP</b>

Name of person completing form	Signature	Date and time
Outcomes DSP Name	Signature	Date and time

## Appendix 5

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



## Guidance/further information

### Local safeguarding information

Key local information about safeguarding children is located on Derby Safeguarding Children Board website [www.derbyscb.org.uk](http://www.derbyscb.org.uk).

This includes Derby and Derbyshire Safeguarding Children Boards' safeguarding children procedures key chapters' include:

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Allegations against staff carers and volunteers
- Children and families who go missing

The procedures also have key guidance document and information, including:

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Escalation policy and process
- Local contacts

The DSCB website has a specific page for education providers, including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template policies and information about the DSCB Education Hub and safeguarding update service.

Other important information on the website includes:

- Private fostering information
- Domestic violence risk identification matrix (DVRIM)
- Early help assessment
- Graded care profile for assessment of neglect
- Safeguarding training opportunities

Other sources of safeguarding information and guidance can be obtained via:

- [www.gov.uk/schools-colleges-childrens-services/safeguarding-children](http://www.gov.uk/schools-colleges-childrens-services/safeguarding-children)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)

\*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

\*\*Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker and /or health visitor.

\*\*\*Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2016](#) for more information.