

JOHN FERNELEY HIGH SCHOOL

POLICY AND PROCEDURES ON SAFEGUARDING/CHILD PROTECTION

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Named staff with specific child protection responsibilities during the school year 2007/8

- Designated Senior Person for Child Protection: Mr C. Robinson, Headteacher.
- Other staff with child protection responsibilities: Mr T. Wright and Mrs A. Dalby, Deputy Headteachers.
- Nominated Governor: Mr C.Godber, Chair of Governors.
- Access & Welfare Service contacts for advice and guidance:
 - ~ Team Leader Welfare: 0116 265 6584
 - ~ Deputy Service Manager: 0116 265 8162
 - ~ Child Protection Development Officer: 0116 265 7317
 - ~ Service Manager: 0116 265 6324
- Children's Social Care: Local Office: <...insert telephone number and other details ...>

Introduction

1. John Ferneley High School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.
2. This policy is consistent with:
 - the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the DfES guidance *Safeguarding Children in Education* September 2004;
 - the Local Children's Safeguarding Board (LCSB) Procedures, which contain the inter-agency processes, protocols and expectations for safeguarding children;
 - Leicestershire Children & Young People's Service Policy and Procedures "Safeguarding Children in Education" (Administration Memorandum 76).
3. There are four main elements to our Child Protection Policy:
 - Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils;
 - Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
 - Support (to pupils and school staff and to children who may have been abused);
 - Working with parents (to ensure appropriate communications and actions are undertaken).
4. This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.
5. Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

School Commitment

6. The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

7. Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Criminal Record Bureau and List 99 checks.

Roles and Responsibilities – General

8. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.
9. There are, however, key people within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

Roles and Responsibilities of the Governing Body

10. In accordance with the DfES document *Safeguarding Children in Education*, the Governing Body will ensure the following.
 - 10.1 The school has a child protection policy and procedures in place, and the policy is made available to parents on request.
 - 10.2 The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
 - 10.3 There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
 - 10.4 There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Senior Person for Child Protection").
 - 10.5 The Designated Senior Person for Child Protection undertakes training, in addition to basic child protection training, in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and has refresher training at two-yearly intervals.

- 10.6 The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- 10.7 Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified.
- 10.8 The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority.
- 10.9 Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the Governing Body discharges its duties regarding safeguarding and child protection.
- 10.10 There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Senior Person for Child Protection, and provide information and reports to the Governing Body.

Roles and Responsibilities of the Headteacher

11. The Headteacher of the school will ensure that:
 - the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
 - sufficient resources and time are allocated to enable the Designated Senior Person for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
 - all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

Roles and Responsibilities of the Designated Senior Person for Child Protection

12. The Designated Senior Person for Child Protection is the first point of contact for liaison with and the provision of information to the Local Authority, to fulfil the duty of the Governing Body in this regard. The role of the Designated Senior Person for Child Protection includes:

- 12.1 Provision of information to the Local Authority and associated matters
 - be the first point of contact with the Local Authority;
 - provide information to the Local Authority on how the Governing body discharges its duties regarding safeguarding and child protection (see section on Roles and Responsibilities of the Governing Body above);

- liaise with the Governing Body and the Local Authority on any deficiencies brought to attention of the Governing Body and how these should be rectified.

12.2 Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies, involving in particular close liaison with the local children's social care office;
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies;
- liaise with Headteacher (where role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

12.3 Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how LSCBs operate, the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise;
- be able to keep detailed, accurate and secure written records of referrals/concerns;
- obtain access to resources and attend any relevant or refresher training courses every two years.

12.4 Raising Awareness

- ensure the school's child protection policy is updated and reviewed annually, and work with the governing body regarding this;
- ensure that parents can see a copy of the child protection policy, and that they are alerted to the policy and the fact that referrals may be made, for example by text in the school's prospectus (see appendix 3);
- where children leave the establishment, ensure their child protection file is copied for new establishment as soon as possible, but transferred separately from main pupil file.

12.5 Records of concerns and complaints

- maintain and monitor child protection records, including monitoring and acting upon individual and patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

12.6 Local Safeguarding Children Board (LSCB) Procedures, Local Authority Safeguarding Policy and other related local and national documents

- maintain these in good order, e.g. according to any updates issued;
- ensure that relevant staff are aware that these procedures are also available on the LSCB website: www.lscb-llr.org.uk

Records and Monitoring

13. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be passed over to other agencies.
14. Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
15. Child protection records are stored securely, with access confined to specific staff, i.e. the Designated Senior Person for Child Protection, the Headteacher and the Deputy Headteacher (or the next most senior member of staff). Records are kept for all time.
16. Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
17. Transfer: When children transfer school their records are transferred. If there is child protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A record is kept of the date of such transfer of sensitive files and of the person to whom they are transferred.

Vulnerable Children - Supporting Pupils at Risk

18. Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Support for Staff

19. Staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person as part of a disclosure or from another adult that will be emotionally upsetting.
20. Where a member of staff is emotionally disturbed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Senior Person for Child Protection about the support he/she requires.
21. The Designated Senior Person for Child Protection for Child Protection should seek to arrange support for the member of staff via the Employee Welfare Service. Alternatively, the Designated Senior person for Child Protection can refer the member of staff to Victim Support, a national charity which helps people affected by crime and which provides free and confidential support.

Other Relevant Policies

22. The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond pure child protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- Anti-Bullying
- Physical Interventions/Restraint
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- ICT and access to the internet
- Extended school activities.

The above list is not exclusive but when undertaking development or planning of any kind the school needs to consider safeguarding aspects.

Complaints or Concerns Expressed by Pupils

23. John Ferneley High School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will also seek to ensure that the individual child/young person

who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child/young person regularly informed as to the progress of his/her complaint.

Recruitment and Selection of Staff

24. The school's processes conform to the DfES Guidance "*Safeguarding Children: Safer Recruitment and Selection in Education Settings*" (June 2005). If the school is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then advice will be sought from the Access & Welfare Service. Gaps in an applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references.

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Senior Person for Child Protection – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board's Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lscb-llr.org.uk): The Designated Senior Person (DSP) for Child Protection is expected to be familiar with these, particularly referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Access & Welfare Service and/or local children's social care officers, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and attributed, must be made to what has been alleged, notices and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk, and an individual cases advice from the children's social care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done.
- 3) Report to the Designated Senior person for Child Protection in the school, even if the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child. Pass on the written record.
- 4) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Senior Person for Child Protection – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions in a coherent order, to be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Access & Welfare Service or children's social care.
- 3) Share information confidentially with those who need to know.
- 4) Where the initial information reveals a cause for concern about a child in need (s17, Children Act 1989) and a decision has been made to refer the child/young person to children's social care, the Inter-agency Referral Proforma must be completed (see the Guidance Notes for the inter-agency Referral Proforma for Children in Need and their Families). Alternatively, if the initial information reveals a cause for concern that equates to child protection (s47, Children Act 1989), contact must be made immediately with children's social care, and then the Inter-agency Referral Proforma completed **within 24 hours**.
- 5) Make the necessary communications with the local children's social care office.
- 6) If the concern is about children using sexually abusive behaviour, refer to the separate guidance. (The contact is the Child Protection Development Officer.)
- 7) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 8) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from children's social care (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, children's social care should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers. These procedures include descriptions of action undertaken by the school, the local authority services and the Police).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- 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
- otherwise behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Relevant documents:

- DfES/2044/2005: Dealing with Allegations of Abuse Against Teachers and other staff
- LSCB Procedures Chapter 13

1) Individual Staff/Volunteers/Other Adults:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record.
(If there is difficulty reporting to the Chair of Governors, contact the Access & Welfare Service as soon as possible.)

2) Headteacher

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Notify the Access & Welfare Service on the same day.
- iii. The Headteacher may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Copies of the documents concerning the allegation must be sent to the Access & Welfare Service on the same day, ideally by facsimile.
- v. Report to children's social care in relevant cases, on Access & Welfare Service advice.

- vi. Ongoing involvement in cases: liaison with the Access & Welfare Service and co-operation with the investigating agencies enquiries as appropriate; consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

3) Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Notify the Access & Welfare Service on the same day.
- iii. The Chair may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Copies of the documents concerning the allegation must be sent to the Access & Welfare Service on the same day, ideally by facsimile.
- v. Report to children's social care in relevant cases, on Access & Welfare Service advice; in cases concerning Headteachers, the report to children's social care is sometimes undertaken by the Access & Welfare Service on behalf of the Chair of Governors, following discussion.
- vi. Ongoing involvement in cases: liaison with the Access & Welfare Service and co-operation with the investigating agencies enquiries as appropriate; consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

4) Access & Welfare Service:

- i. Identifies an officer to liaise further the Headteacher (or Chair of Governors if the allegation concerns the Headteacher), in consultation with the relevant Assistant Director of Education, and provides advice on how to proceed.
- ii. Monitors cases through its Casework Monitoring Group
- iii. Keeps written records.
- iv. Liaises with children's social care and the Police in relevant cases.
- v. Makes summary reports to the DfES on request on the number and sorts of allegations which have occurred.

5) Initial action (Children & Young People's Service): usually same day or next day if key staff are not immediately available

Discussion involving a senior officer and representatives of the Access & Welfare Service, the Personnel Unit and the Child Protection and Review Unit. This is to:

- ~ share what information is available, both from the source of the allegation and also from the Personnel and child protection files
- ~ identify what other information might be needed
- ~ come to a view on the seriousness of the allegation
- ~ consider whether the alleged perpetrator should continue working or remain in contact with children
- ~ consider whether suspension is appropriate advice to the school on this aspect
- ~ decide what information and/or advice is to be given to the Headteacher (or Chair of Governors if the allegation is about the Headteacher), including whether the member of staff should be informed of the allegation at this stage
- ~ decide what action is needed, and who needs to be involved and informed.

6) Initial action and discussions (inter-agency)

The Access & Welfare Service will have initial discussions with children's social care and if necessary the Police **usually within 2 working days**. The purpose of these discussions is to consider the allegation alongside any knowledge of the member of staff and/or the child, and decide how to proceed. Included in these discussions is further consideration of whether or not the member of staff should remain in post and to what extent s/he should be informed of the allegation.

7) Strategy Meeting

If the parties involved in these discussions consider it necessary, a Strategy Meeting is arranged, usually by children's social care, involving representatives from the Access & Welfare Service, the Police and the school (e.g. Headteacher, or Chair of Governors if the allegation is about the Headteacher).

8) From the above discussions, there are three possible courses of action:

- ~ it may be the subject of a Police and/or joint Police and children's social care investigation and possible action through the courts (see 10 & 11 below); or
- ~ it may be the subject of a disciplinary investigation (see 12 below);
or
- ~ the matter may be remitted to the school to be dealt with (see 13 below)

If children's social care and the Police decide to take no action the school will generally still need to consider further investigation. The Personnel Unit will work with the school in these circumstances.

9) Case subject to police investigation

If the initial action discussions and/or Strategy Meeting conclude that a Police or Police/children's social care investigation is required, the DfES expects that the Police will:

- i. consider whether to consult the CPS about the evidence that will need to be obtained in order to charge the person with an offence without delay;
- ii. consult the CPS if the person has not been charged, to consider whether to proceed with the investigation or refer the case back to the employer; (The DfES expects that where possible a review date should be set **no later than 4 weeks** after the initial action meeting, with subsequent reviews at least every 4 weeks.)
- iii. if the decision is not to prosecute or caution the individual, the Police will pass all relevant and appropriate information they have to the Access & Welfare Service, if practicable, **usually within 3 working days**. Sections 11 & 12 below then apply.

10) If the case comes to trial, the Crown Prosecution Service is responsible for the timescales, but the DfES expects that:

- i. If the person is charged with an offence, the case will be scheduled to be heard **as soon as possible**.
- ii. Immediately after a trial the Police will provide a report to the education services and in the case of an acquittal will provide all relevant information they have.

Further Local Authority action:

- i. The Casework Monitoring Group will then consider:
 - ~ share what information is available from the Police
 - ~ identify what other information might be needed
 - ~ come to a view on what advice should be given to the school regarding a course of action
 - ~ consider again whether the alleged perpetrator should be in post
 - ~ pass the case to the Personnel Unit to contact the school.
- ii. The Personnel Unit will discuss the information with the Headteacher (or the Chair of Governors alone if the information is about the Head) to help decide whether a disciplinary hearing or further investigation is needed, **usually within 3 working days**. See below.

11) Where the matter is remitted to the school to resolve appropriate action, it is expected that initial action will be taken **usually within 3 working days**. The Personnel Unit will support schools in these circumstances and ensure the timescales are kept.

12) Where a disciplinary investigation is required the Personnel Unit will support the school according to the level of service purchased by the school. (If the allegations

involve the Headteacher, the Personnel support is given to the Chair of Governors regardless of whether the school has purchased Personnel Services.) The Personnel Unit may support the school in various ways, for instance by arranging for an investigation to be conducted by a person independent of the school. An investigating officer should aim to provide a report within 10 working days. If possible a disciplinary hearing should be held within a further 15 working days.

13) GENERAL

Monitoring casework

Allegations against staff and volunteers will be monitored in the local authority through the regular casework monitoring meeting chaired by the Assistant Director Social Care.

Records

All records and documents about individual allegations against staff and volunteers are kept securely in the Access & Welfare Service, separate from normal staff and child records, and with access limited to officers who may be key workers for cases.

Transfer of records

Where there have been concerns about a member of staff and he/she leaves the authority to work elsewhere, the Casework Monitoring Group will consider the question of passing the concerns to the new employer/authority.

Reporting to the DfES

For each allegation, a DfES form must be completed by the Access & Welfare Service and submitted to the DfES at the end of the academic year (anonymised data). (Process under review by DfES)

If on the conclusion of a case the school ceases to use the person's services, or other the person ceases to provide his/her services, the school should consult the local authority about whether a referral too the DfES is required.

Contacts and support for staff who are the subject of allegations

Where allegations are made against staff or volunteers, the identified officer in the Access & Welfare Service is the first contact point for the person concerned and his/her representative(s).

The DfES has included in its guidance the protection of pupils and students in workplace placements and the local authority will consider issuing its own guidance on this in due course.

Abuse of Trust

Abuse of trust: the Sexual Offences Act 2003, which makes it an offence for a person over 18 to have a sexual relationship with a child under 18 where the person is in a position of trust (e.g. teacher, youth worker), even if the relationship is consensual.

APPENDIX 3

Information for Parents

Child Protection: Safeguarding children – Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the children's social care office or the Local Authority's Access & Welfare Service direct. If you think the abuse may have happened in school, contact the Headteacher. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For parents' enquiries please contact the Headteacher.

APPENDIX 4

CHILD PROTECTION - CASE INCIDENT FORM

Child's name _____

Class _____

Date of Incident _____

How Suspicions/Evidence of Possible Abuse Obtained

Nature of possible abuse

Evidence of abuse

Child's explanation of possible abuse

Name of member of staff _____

Signature _____

CHILD PROTECTION – BASIC CASE DETAILS FORM

Full name of child _____

Case Status _____

On at risk register _____

Key Worker _____ Telephone number _____

Child's Home Address _____

Telephone number _____

Mother/Guardian _____

Marital status _____ Occupation _____

Work Address _____

Telephone number _____

Father/Guardian _____

Marital status _____ Occupation _____

Work Address _____

Telephone number _____

Other children in Household _____

Name of GP/Consultant

Name of EWO _____

Is s/he involved?

Are children's social care involved?

Name of Social Worker

Other agencies involved

CHILD PROTECTION – CASE ACTION FORM

Child's Name _____

Date of Incident _____

Assessment of the Child's explanation

Other Evidence? Child's pattern/level of attendance, appearance, attitude:

Action Plan

Agreed with member of staff reporting concerns YES/NO

Action taken

Action taken & outcome feedback to staff reporting concerns YES/NO

If action is to refer case to children's social care, have parents been informed of referral?
YES/NO

Signature of Designated Person _____

Date _____

This policy is reviewed annually by the Governing Body, and was last reviewed on the 24th May 2007.

Signed: _____
(Chair of Governors)

Date: _____

Signed: _____
(Headteacher)

Date: _____