

Designated Safeguarding Lead (DSL): Simon Scott
Deputy DSL: Nicola Dumbreck

Child Protection and Safeguarding

Policy Document
January 2016



All Saints' CE (VA) J & I School, Dudwell Lane, Halifax HX3 0SD

All Saints' CE School Child Protection & Safeguarding Policy

The Headteacher is Simon Scott.

This policy was developed on Tuesday 26th January 2016.

This policy was signed off by the Governing Body on Thursday 11th February 2016.

The policy will be reviewed in January 2017.

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Simon Scott.

The Deputy Designated Safeguarding lead is Nicola Dumbreck.

The name of the Designated Teacher for Children in Care is Simon Scott.

The named Member of the Governing Body for safeguarding is Christine Gow.

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Introduction

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures:
<http://www.proceduresonline.com/westyorksbc>
- Working Together to Safeguard Children (2013)
- Keeping Children Safe in Education (2014)
- Children Act 1989 (as amended 2004)
- Education Act 2002

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children in need to have optimum life chances

(Working Together to Safeguard Children, 2013)

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1 School Commitment

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

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To enable everyone to have a clear understanding of how these responsibilities should be carried out
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service 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 and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

All Saints' CE School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' April 2014. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants by:

- verifying identity;
- verifying academic and vocational qualifications, and checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State;
- obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaging in regulated activity;
- obtaining professional references;
- checking previous employment history and seeking references;
- ensuring that a candidate has the health and physical capacity for the job;
- verifying the person's right to work in the UK

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of the person applying for a role in the school. We therefore ensure that all checks made are appropriate and in line with KCSE 2014.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. However there will be some, for example a **supervised** volunteer who regularly teaches or looks after children who is not in regulated activity. The Department for Education (DfE) published separate statutory guidance on supervision and regulated activity which we will have regard to when considering which checks should be undertaken on volunteers. This is set out in Appendix 2.

This school is committed to keeping an up to date Single Central Record (SCR) which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;
- (for independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Simon Scott (Head teacher), Nicola Dumbreck (Deputy Head)

Christine Gow and Sarah Killingback (School Governors) .

The above people have undertaken Safer Recruitment Training and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safer Practice & Risk Assessment

Safe working practices in our school ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question

- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (*such as premises and equipment, on-site activities, off-site activities, venues used, transport*). Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. An electronic system – EVOLVE – is used to allow LA colleagues to quality assure risk assessments made for educational visits.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated safeguarding lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found at the following: Childline, NSPCC and CEOPS.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through the school council and one to one discussion.

We make pupils aware of these arrangements through assemblies and school council / class council meetings.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

All Saints' CE School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3. Action by Designated Safeguarding lead)

We encourage parents to discuss any concerns they may have with Class Teachers or Senior Leaders.

We make parents aware of our policy through the school website and parents are made aware this policy is available and accessible at all times. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum through the school website.

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. Relationships the school has for promoting a safe and supportive environment include with the LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with schools and the NSPCC. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings.

2.6 School Training and Staff Induction

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and

procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness at regular intervals every year. All Saints' CE School ensures that this takes place by the DSL providing annual updates through face-to-face delivery or by coordinating online training, and the school accesses external whole school face-to-face training every three years, as recommended by Calderdale Safeguarding Children Board.

The online training also provides a mop-up arrangement for any staff or volunteers unable to attend whole school training. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by All Saints' CE School, LA and professional associations.

The designated safeguarding lead for Safeguarding/Child Protection will be supported by Christine Gow (Governor).

Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for weekly teacher meetings and leadership team meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

2.8 Related School Policies

There are other policies in school which relate to Safeguarding, such as the E-Safety Policy, the school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.

Children Missing from Education

The school follows the Calderdale Council 'Children Missing Education – Guidance and Procedure (July 2012) Where children on roll at our school do not arrive and attend, and the school has made the usual enquiries, we will refer the case to either the EWO or the CME Officer directly depending on the circumstances, and Multi-Agency Screening Team (MAST)/Police if there are serious concerns.

Confidentiality

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006 www.ecm.gov.uk/delivering-services/information-sharing

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

The School has a clear and explicit confidentiality policy.

The school policy indicates:

- a) When information must be shared with police and Multi-Agency Screening Team (MAST) where the child/young person is / may be at risk of significant harm
- b) When the pupil’s and/or parent’s confidentiality must not be breached
- c) Information is shared on a need to know basis

Photography and Images

The vast majority of people who take or view photographs or films of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example on our website or in newspapers or publications)
- Seek parental consent
- Use only the child’s first name with an image
- Ensure that they children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Ask all parents to sign an ‘Acceptable Use’ policy which states that photographs or films taken containing other children should not be uploaded to the internet or through Social Media sites eg. Facebook without permission of the other child(ren)’s parents

Further information about any images or films taken is referred to in the school’s E-Safety Policy.

2.9 Pupil Information

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

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)

- emergency contact details (if different from above), ensuring that should the person(s) with parental responsibility be unable to collect this person could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to Common Assessment Framework (CAF) or Child In Need (CIN) processes.
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

2.10 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has an effective child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff on induction
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- e-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- a senior member of the school's leadership team is appointed to the role of DSL,

this person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead liaises with the local authority and works with other agencies in line with *Working Together to Safeguard Children 2013*. There is always cover for this role with the deputy DSL.

- staff including the Head teacher undertake appropriate child protection training which is updated every year
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually

Simon Scott as Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments 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 in accordance with agreed whistle blowing policies.

Simon Scott as the Designated Safeguarding lead responsible for child protection will ensure that:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);

- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review 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 or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need,⁴⁹ those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated person of any concerns

Section 3 Identifying Children Who Are Suffering or Likely to Suffer Significant Harm

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

Definitions:

(‘Working Together’ 2013 and ‘Keeping Children Safe in Education’ 2014)

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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.

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Section 4 Taking Action to ensure that Children are Safe at School and at Home

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2013'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

4.1 Concerns that staff must immediately report:

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

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form (Example in Appendix 3)
- record the context and content of their involvement, and will distinguish between fact and opinion

4.3 Action by the Designated Safeguarding lead (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family

- consulting with appropriate persons e.g. Multi-Agency Screening Team (MAST) and/or Safeguarding Advisor for Education
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 4 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form.

4.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Multi-Agency Screening Team (MAST)

4.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding lead for Child Protection.' A copy will then be retained by the school until the child's 25th birthday.

If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Education Welfare Service.

4.6 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

4.7 Preventing violent extremism

'Learning Together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism' was published in October 2008, as part of the previous Government's strategy on Preventing Extremism, or 'Prevent'.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated safeguarding lead immediately. If,

when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community.
- Regularly review emergency plans and procedures to prepare for future events and risks.

Section 5 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any 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, however no person will be interviewed at this stage
- The head teacher must consult with the Local Authority Designated Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Multi-Agency Screening Team (MAST) and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The head teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR

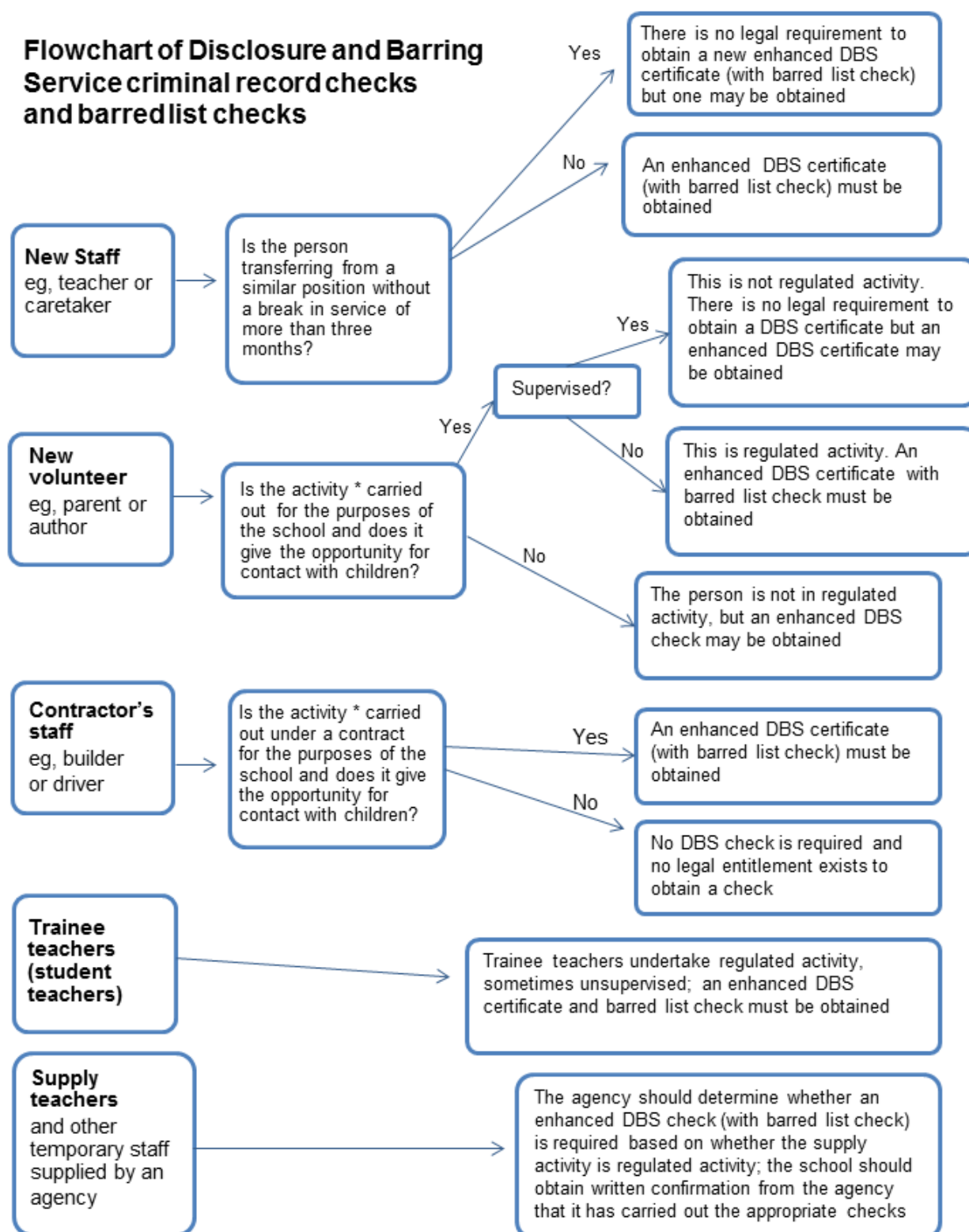
Appendix 1 - Contacts

Name & Role	Useful for	Telephone Number	Email Address
MAST Multi-Agency Screening Team	Referrals to Social Services	01422 393336 Fax: 01422 392875	MAST@calderdale.gcsx.gov.uk
Rezina Kelly Schools Safeguarding Advisor	Advice & Guidance Safeguarding Training	01422 392134	rezina.kelly@calderdale.gov.uk
Keith Watson LADO	LADO Referrals	01422 394086	keith.watson@calderdale.gov.uk
Sue Dent PA to Safeguarding & Quality Assurance Team	Booking places on Safeguarding Training for Education	01422 394088	sue.dent@calderdale.gov.uk
Julia Caldwell CSCB Business Manager	Advice & Guidance	01422 394108	julia.caldwell@calderdale.gov.uk
Allison Waddell CSCB Safeguarding Training Officer	Multi-agency Training	01422 394088	Allison.waddell@calderdale.gov.uk
Julie Hartley Administrative Assistant	Online Training Multi-Agency Training	01422 394149	julie.hartley@calderdale.gov.uk
Duncan Thorpe Senior Education Welfare	Children Missing Education	01422 266129	duncan.thorpe@calderdale.gov.uk
Cheryl Baxter Team Manager IRO Service	ICPCC	01422 394156	Cheryl.baxter@calderdale.gov.uk
Jacinta Kent ChildLine Schools Service Area Coordinator	Assembly and Workshops for Schools	07834 498 324	jkent@nspcc.org.uk
CAMHS Broad Street Plaza,	Referrals for Tier 2 or 3	01422 261 332.	http://calderdalecamhs.org.uk/ joe.hanney@leedscounselling.org.uk

Halifax	services		allison.brown@leedscounselling.org.uk
Jill Pilling MARAC Coordinator	Any concerns about Domestic Abuse	01422 337029	jill.pilling@westyorkshire.pnn.police.uk
Emma Holmes Safe Hands	Any concerns about Child Sexual Exploitation	07715 122 762	egh@childsoc.org.uk

Appendix 2

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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

Appendix 3

Child Protection Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when):

Facts -

Opinions -

DSL Follow up:

MAST Contacted for advice: Yes/No

MAST Referral: Yes/No

Time of contact:

Outcome of contact:

Child's CASS Number:

Actions:

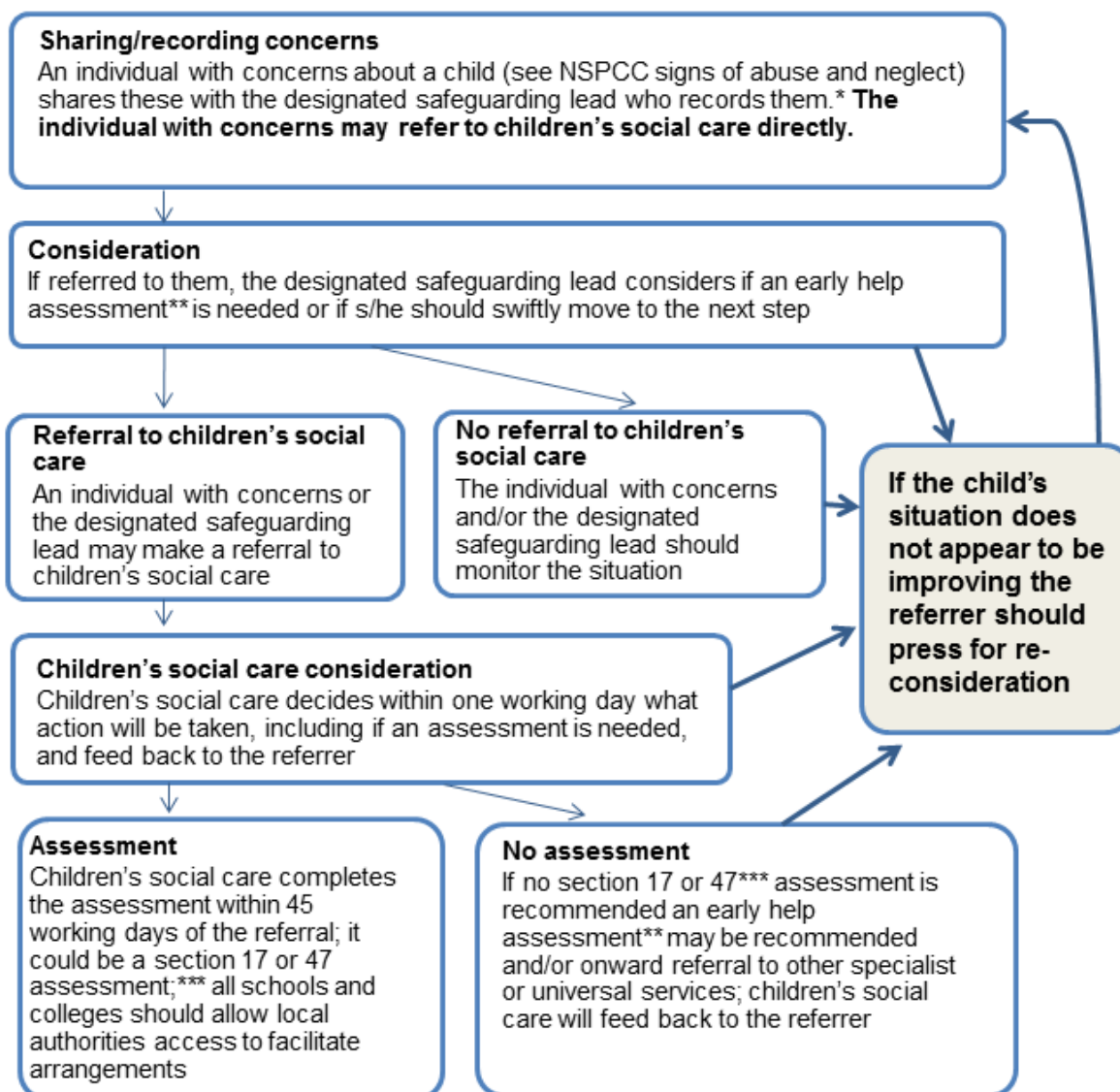
Review Date:

Appendix 4

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 when 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.



* In cases which also involve an allegation of abuse against a 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 (eg, 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.

Appendix 5

Sample insert for school brochure

All Saints' CE School is committed to ensuring the welfare and safety of all children in school. Our school follows the Calderdale Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Multi-Agency Screening Team (MAST) and/or the Police without parental knowledge (in accordance with Calderdale Safeguarding Children Board Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding and Child Protection Policy is available on the website and is reviewed annually.