

# **Appendix A**

## **Draft Policy and Procedures**

### **Child Protection Handbook 2005**

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# **DRAFT POLICY AND PROCEDURES**

## **Child Protection Handbook 2005**

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Child Protection Policy  
Roles and responsibilities.

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What is child abuse?

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# **DRAFT POLICY AND PROCEDURES**

## **SECTION ONE CHILD PROTECTION POLICY ROLES AND RESPONSIBILITIES**

# DARLINGTON- EDUCATION CHILD PROTECTION POLICY

## INTRODUCTION

**Children and young people in Darlington have a fundamental right to be protected from harm.**

**Children and young people have a right to expect schools to provide a safe and secure environment.**

Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff.

It is a guiding principle of the Law and child protection procedures that the protection of welfare of the child must be always be the first priority. The protection of children and young people is a shared responsibility.

Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children. This policy and guidance applies to all staff and volunteers working within an education setting. Any individual adult working within a school setting, whether they are dinner supervisors, secretaries, caretakers, teachers or support staff can be the first point of identification of abuse, or disclosure for a child.

Every employee of the Education Department and of schools has a part to play in protecting the welfare of our children and young people.

The Children Act 1989 is the legislative authority for child welfare and protecting children from abuse. Sections 27 and 47 of the Children Act 1989 places duties on a number of agencies to assist social services departments acting on behalf of children and young people in need or enquiring into allegations of child abuse.

Recent legislation has led to the introduction of Section 175 of the Education Act 2002 requiring local education authorities, Governing bodies of maintained schools and further education institutions **to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.**

## CONTEXT

This Policy and Guidance has been produced because Darlington Education Department believes that the protection of children and young people is important, but equally in recognition of the fact that all of those working with children and young people need support and guidance in carrying out this important duty.

**Children will only achieve their maximum potential in an environment that is safe, secure and supportive of their needs.**

Darlington Education Department is committed to promoting the welfare of all children by working in close partnership with all relevant agencies in child protection, in accordance with both locally and nationally agreed procedures.

## AIM

The aim of this policy is to:

- **Ensure that children and young people in Darlington's education settings are safe.**
- **Ensure that appropriate actions, in full partnership with other local agencies, are taken to address any concerns, whether they be from school and or from home.**

## PRINCIPLES OF THE POLICY

- **The welfare and well being of the child is of paramount importance.**
- **Child protection is everyone's responsibility.**

## PROCEDURES

**In keeping children and young people safe, education settings must:**

- Follow the procedures set out by the Darlington Local Safeguarding Children Board, previously Darlington ACPC (Area Child Protection Committee) and the Darlington Education Child Protection Guidance.
- Ensure that they have a designated senior member of staff for child protection.
- Recognise the role of the designated person and arrange necessary support and training via the School Support Officer for Child Protection.
- Ensure that all school staff and governors know:
  - The name of the designated person and his /her role.
  - That they have an individual responsibility for referring child protection concerns to the designated person.
  - Where copies of child protection procedures are located.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. The school's obligations should be set out in the school brochure/ prospectus.
- Providing training for all staff so that they know
  - Their personal responsibilities.
  - The Child Protection procedures.
  - The need to be vigilant in identifying cases of abuse.

- How to support a child who tells of abuse.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at strategy discussions, Initial Child Protection Conferences, core groups and Review Child Protection Conferences.
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately.
- Ensure all records are kept secure and in locked locations, separate from curriculum records.
- Adhere to the procedures in the Darlington Education Child Protection Guidance, when an allegation is made against a member of staff. Staff must promote safe practice and challenge unsafe practices within schools.
- Have recruitment procedures which prevent unsuitable people working with children and young people.
- Recognise the influence they have on the attitudes and behaviours of pupils. The starting point is the school ethos; it's culture and values. If pupils, staff and parents feel valued and are given the opportunity to participate, pupils will feel that there are people in school that they can turn to and talk to if necessary.
- Use the curriculum as a tool which can help pupils protect themselves from abuse. Pupils need to understand the nature of both safe, supportive relationships and unsafe, abusive relationships.

## **LEGAL AND PROCEDURAL FRAMEWORK**

This document has been designed to complement the Local Safeguarding Children Board/ ACPC procedures and also takes the following into consideration:

- **The Children Act 1989- Sections 17 and 47.**

This Act legislates for children in England and Wales. The key principles are that the welfare of the child is the paramount consideration, therefore the child's welfare needs over-ride other factors, such as confidentiality and all children regardless of age, disability, gender, racial or ethnic origin, religious belief and sexual identity have a right to protection from harm or abuse.

The Act gives social services departments, health, education and other public sector service providers the responsibility to ensure these principles are maintained. It does this by setting out within Section 17 the child's right to an assessment of their needs and the right to provision of a service to meet those needs. It also gives the local authority the duty to investigate when a child or young person may be suffering, have suffered or be at risk of suffering significant harm within Section 47.

- **Human Rights Act 1998.**

Article 8: The family's right to a private life.

- Article 8 is particularly relevant to child protection as it refers to the family's right to privacy and could be considered to be contravened when a child protection investigation occurs. To ensure that children's rights to protection over-ride this right of families, the Act states "Disclosure of information to safeguard children will usually be for the protection of health or morals, for the protection of the rights and freedom of others and the prevention of disorder or crime.

- **The UN Convention on the Rights of the Child**

- This is the international agreement setting out the minimal standards for protecting children's rights. It refers to all children and young people up to the

age of 18 years. The agreement was ratified in UK legislation through the Children Act 1989.”

- **The Protection of Children Act 1999**
- **‘Working Together to Safeguard Children’ 1999**
- **‘Framework for the Assessment of Children in Need and their Families’ 2000**
- **The Laming Report 2003**
- **Sexual Offences Act 2003**
- **The Bichard Report 2004**
- **Safeguarding Children in Education. DfES September 2004**
- **Section 175- Education Act 2002. Came into effect 2004.**
- **Children’s Act 2004.**

## **Section 175.**

Section 175 of the Education Act 2002 came into force 1st June 2004. It requires local education authorities and the governing bodies of maintained schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition they have a responsibility to have regard to any relevant guidance issued by the Secretary of State.

Section 157 of the Education Act 2002 and The Education (Independent Schools Standards) (England) Regulations 2003- require proprietors of Independent Schools (including Academies and City Technology Colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

According to DfES (Safeguarding Children in Education 2004) there are two elements to the safeguarding and promoting the welfare of children.

- **Arrangements to take all reasonable measures to ensure that risks of harm to children’s welfare are minimised; and,**
- **Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.**

The new DfES guidance ‘Safeguarding Children in Education’ does not just relate to child protection but mentions other areas; pupil health and safety, bullying, meeting the needs of children with medical conditions, providing first aid, school security, drugs and substance misuse and any relevant local issues.

The responsibility for making sure these arrangements are in place is put on the LEA and governing bodies. This legislation does not put direct liability on individuals except where the proprietor of an independent school is an individual. Enforcing individuals’ compliance with arrangements made by the LEA and Governing body is a matter for the employer under existing disciplinary procedures.

## ROLES AND RESPONSIBILITIES

### Children and young people.

Are entitled to:	Are responsible for:
<ul style="list-style-type: none"> <li>A safe, secure and supportive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting one another, within a context of a 'telling school' approach.</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to and to be taken seriously when they make an allegation of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Working with the staff of the school in 'creating' a safe school.</li> </ul>
<ul style="list-style-type: none"> <li>To be valued and respected as an individual.</li> </ul>	
<ul style="list-style-type: none"> <li>To have their individual needs recognised and addressed.</li> </ul>	
<ul style="list-style-type: none"> <li>Privacy, support and information where abuse has been recognised.</li> </ul>	
<ul style="list-style-type: none"> <li>To be safeguarded from inappropriate and damaging influences and experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>To have their concerns/ disclosures recognised and acted upon in accordance with agreed procedures.</li> </ul>	
<ul style="list-style-type: none"> <li>A school which manages child protection effectively, efficiently, confidentiality and pro-actively.</li> </ul>	
<ul style="list-style-type: none"> <li>Know that they can share their concerns and fears.</li> </ul>	
<ul style="list-style-type: none"> <li>Information about the Child Protection process.</li> </ul>	
<ul style="list-style-type: none"> <li>Access to appropriate support.</li> </ul>	



## ROLES AND RESPONSIBILITIES

### Parents and carers.

<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>A safe, secure and supportive environment for their child/ren.</li> </ul>	<ul style="list-style-type: none"> <li>Protecting their child/ren from harm.</li> </ul>
<ul style="list-style-type: none"> <li>Their children being listened to and believed.</li> </ul>	<ul style="list-style-type: none"> <li>Providing a safe/ secure and supportive home environment for their child/ren.</li> </ul>
<ul style="list-style-type: none"> <li>Their children being valued and respected as individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Working positively with the school in all matters pertaining to their child/ren's physical, sexual, emotional developments.</li> </ul>
<ul style="list-style-type: none"> <li>Their children having their individual needs recognised and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, and believing their child/ren.</li> </ul>
<ul style="list-style-type: none"> <li>Their children having the freedom to enjoy activities and experiences appropriate to their age and development stage.</li> </ul>	<ul style="list-style-type: none"> <li>Valuing and respecting their child as an individual.</li> </ul>
<ul style="list-style-type: none"> <li>Their children having privacy, support and information where abuse has been recognised.</li> </ul>	<ul style="list-style-type: none"> <li>Providing activities or experiences appropriate to the age and developmental stage of the child.</li> </ul>
<ul style="list-style-type: none"> <li>Their children being safeguarded from inappropriate and damaging influences and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting the staff, governors and children in creating a 'safe' school.</li> </ul>
<ul style="list-style-type: none"> <li>Their children having their concerns recognised and acted upon in accordance with agreed procedures.</li> </ul>	
<ul style="list-style-type: none"> <li>Their children attending a school, which manages child protection effectively, efficiently, and confidentially.</li> </ul>	
<ul style="list-style-type: none"> <li>Their children knowing that they can share their concerns and fears.</li> </ul>	
<ul style="list-style-type: none"> <li>Information about the Child Protection procedures.</li> </ul>	
<ul style="list-style-type: none"> <li>Access to appropriate support.</li> </ul>	

## ROLES AND RESPONSIBILITIES

### Head teachers.

Are entitled to:	Are responsible for:
<ul style="list-style-type: none"> <li>Support from governors, staff, LEA and other partners in child protection.</li> </ul>	<ul style="list-style-type: none"> <li>Making sure that child protection referrals are made to the appropriate agency, with a copy sent to the School Support Officer for Child Protection.</li> </ul>
<ul style="list-style-type: none"> <li>A policy framework for management of child protection from governors, and appropriate guidance from the LEA.</li> </ul>	<ul style="list-style-type: none"> <li>Protecting children from harm.</li> </ul>
<ul style="list-style-type: none"> <li>Training/ advice/ information/ support from the LEA and partner agencies on child protection matters.</li> </ul>	<ul style="list-style-type: none"> <li>The effective day-to-day management of child protection including where the designated senior person is not the head teacher, in accordance with procedures.</li> </ul>
<ul style="list-style-type: none"> <li>An assurance that all partners in child protection will carry out their role as described by the ACPC procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring access to training opportunities for staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Referring on concerns regarding behaviour of staff, which may constitute future child protection allegations. (See section 5- Allegations against Education staff.)</li> </ul>
	<ul style="list-style-type: none"> <li>Providing a clear lead and sense of direction to the school on child protection matters.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensuring that the child protection framework agreed with governors is implemented.</li> </ul>
	<ul style="list-style-type: none"> <li>Informing governors of any action against staff following an allegation.</li> <li><b>Ensuring no breaches of confidentiality occur.</b></li> <li>(See section 5- Allegations against Education staff.)</li> </ul>
	<ul style="list-style-type: none"> <li>Recognising and identifying the individual needs of children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that the school is represented at strategy discussions, child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of reports.</li> </ul>
	<ul style="list-style-type: none"> <li>• Creating an ethos in school where children know that they can disclose their concerns and fears to adults.</li> </ul>
	<ul style="list-style-type: none"> <li>• Working with governors and staff towards creating a 'safe' school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring that child protection procedures take precedence over internal investigations and disciplinary procedures.</li> </ul>

**ROLE OF THE DESIGNATED SENIOR PERSON FOR CHILD PROTECTION.**

Previously schools have appointed designated teachers for child protection, within 'Safeguarding Children in Education' the DfES refer to them as **the designated senior person for child protection**.

The DfES guidance recommends that a senior member of the school's leadership team

- has the designated responsibility for dealing with child protection issues
- provides advice and support to other staff
- liaises with the LEA
- works with other agencies.

According to the guidance the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post; including committing resources to child protection matters, and where appropriate directing other staff.

The roles and responsibilities of the designated person are set out clearly in the Local Safeguarding Children Board/ ACPC procedures.

"The Governing Body of each school in Darlington has appointed a Designated Person whose task it is to advise, co-ordinate and liaise with other agencies when abuse is alleged or suspected.

The Designated Senior Person can seek support and advice from the Local Education Authority (LEA) School Support Officer for Child Protection."

It is good practice to appoint a 'deputy', and they should be available to act in the designated person's absence.

There must be absolute clarity within the school/ establishment as to who fulfils the designated person's role, and the name of this person should be communicated to the LEA who can then inform the appropriate agencies of the point of contact within each school.

Children and young people and their parents/ carers may also need to know who the designated person is.

Within appendix 3 of 'Safeguarding Children in Education' the DfES clearly lists the broad areas of responsibility proposed for the designated person. The responsibilities fall within three categories

- **Referrals-** referring cases, acting as support for staff and liaising with the Head teacher (where the role is not carried out by the Head teacher).
- **Training** – accessing appropriate training and attending relevant refresher training.
- **Raising awareness-** Ensuring the Child Protection policy is reviewed and monitored. Where necessary the sharing of procedures with parents. Ensuring child protection information is passed onto schools when pupils move.

## **DESIGNATED SENIOR PERSON FOR CHILD PROTECTION**

<b>Is entitled to:</b>	<b>Is responsible for:</b>
<ul style="list-style-type: none"> <li>• Access appropriate support from the Head teacher, Governors and other staff in child protection issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Referring cases of suspected abuse or allegations to the relevant investigating agencies. Copies of</li> <li>• Referrals to be sent to LEA- School Support and Development Officer for Child Protection.</li> </ul>
<ul style="list-style-type: none"> <li>• Access appropriate regular training, to enable him/ her to be aware of child protection issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Acting as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies and School Support and Development Officer for Child Protection.</li> </ul>
<ul style="list-style-type: none"> <li>• Support from other agencies, eg Social Services, Police, Health and the LEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring each member of staff has access to and understands the school's child protection policy, especially new or part time staff who may work within different educational establishments.</li> </ul>
<ul style="list-style-type: none"> <li>• A policy framework for management of child protection issues in schools/ establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that all staff are aware of their collective responsibility in connection with child protection cases, and that they remain alert to this responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>• An understanding that all partner agencies will carry out their role in line with ACPC procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately.</li> </ul>
<ul style="list-style-type: none"> <li>• Time and resources to carry out the role of designated person effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining access to resources and attend any relevant or refresher training courses at least every 2 years.</li> </ul>
	<ul style="list-style-type: none"> <li>• Liaising with other key agencies in individual cases, and on general issues in connection with child protection.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.</li> </ul>
	<ul style="list-style-type: none"> <li>• Attending strategy discussions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring recommendations from child protection meetings are followed fully.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring that information on individual pupils is only passed onto those that 'need to know'.</li> </ul>
	<ul style="list-style-type: none"> <li>• For keeping detailed, accurate, secure written records of referrals/ concerns.</li> </ul>
	<ul style="list-style-type: none"> <li>• Working with colleagues on areas where there may be input on child protection into the curriculum.</li> </ul>

	<ul style="list-style-type: none"><li>• For ensuring when children leave the school their child protection file is copied as soon as possible for the new school, and transferred separately from main pupil file.</li></ul>
	<ul style="list-style-type: none"><li>• Ensuring the child protection policy is updated and reviewed annually.</li></ul>
	<ul style="list-style-type: none"><li>• Ensuring parents are aware that referrals may be made and the role of the school within this. This can be done via the child protection policy being available or via a statement within the school prospectus.</li></ul>

**EDUCATION STAFF (INCLUDING ALL SCHOOL STAFF, LEA STAFF AND OTHER RESPONSIBLE ADULTS).**

<b>Are entitled to:</b>	<b>Are responsible for:</b>
<ul style="list-style-type: none"> <li>• Appropriate advice from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Making referrals to the appropriate agency via the designated person.</li> </ul>
<ul style="list-style-type: none"> <li>• A range of training opportunities on child protection matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of safe and unsafe behaviour by staff. Promoting safe practice, and challenging unsafe practice.</li> </ul>
<ul style="list-style-type: none"> <li>• Advice, guidance, information and support from School Support and Development Officer for Child Protection in relation to individual cases and whole school issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing their own awareness regarding child protection issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Support from parents in relation to child protection matters.</li> </ul>	
<ul style="list-style-type: none"> <li>• An agreed Child Protection policy and agreed procedures within which to work.</li> </ul>	
<ul style="list-style-type: none"> <li>• Clear and well publicised lines of communication between the school, LEA and key partner agencies.</li> </ul>	
<ul style="list-style-type: none"> <li>• Guidance about child protection management and development from key agencies, including the LEA.</li> </ul>	
<ul style="list-style-type: none"> <li>• Access to LEA/ school support where staff are subject to allegations.</li> </ul>	

**THE GOVERNING BODY.**

<b>Is entitled to:</b>	<b>Is responsible for:</b>

<ul style="list-style-type: none"> <li>• <b>NOT</b> to have details regarding individual cases. With regards to child protection the role of the governors is a <b>strategic one</b>.</li> <li>• Some governing bodies have found it beneficial to nominate a governor. The nominated governor should <b>not</b> have access to any details about individual cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring effective safeguarding policies and procedures are in place within education settings.</li> </ul>
<ul style="list-style-type: none"> <li>• Information regarding any deficiencies or weaknesses with regards to child protection arrangements. <b>The governing body must remedy these without delay.</b></li> <li>• (Refer to information re; section 175 within the introduction to this guidance.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that the education setting has a child protection policy in place in accordance with LEA/ ACPC guidance, and that policy and procedures are reviewed annually.</li> </ul>
<ul style="list-style-type: none"> <li>• The Chair of Governors or in their absence, the vice/ deputy Chair is entitled to support from the LEA and or partner agencies in the event of an allegation being made against the head teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The Chair of Governors or the vice/ deputy Chair is responsible for liaising with the LEA and/ or partner agencies in the event of an allegation being made against the head teacher.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring that the education setting has safe recruitment procedures. That all appropriate checks are carried out on new staff and volunteers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring there is a designated senior person responsible for child protection. Good practice indicates that a deputy should also be in place.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensuring that the resources are in place for the role of the designated senior person to be fully implemented and that all staff receive regular, appropriate and up to date child protection training.</li> </ul>

**THE ROLE OF THE LOCAL EDUCATION AUTHORITY- LEA**



The DfES Guidance 'Safeguarding Children in Education' describes the LEA as having responsibilities on three levels;

**Strategic, support and operational.**

**Strategic** dealing with the planning and co-ordination of delivery of services and allocation of resources. It also refers to the importance of working in partnership with other agencies.

**Support** relates to the LEA offering advice and support to school, and making available appropriate training. The LEA needs to ensure that schools are aware of their responsibilities with regards to child protection. If necessary the LEA may need to facilitate links and co-operation with other agencies.

**Operational** the LEA become involved when allegations are made against staff and volunteers. It endeavours to ensure that arrangements are in place to prevent unsuitable staff and volunteers from working with children.

Darlington LEA has appointed a School Support and Development Officer for Child Protection to undertake and manage some of these functions.

**SCHOOL SUPPORT AND DEVELOPMENT OFFICER FOR CHILD PROTECTION**

<b>Is entitled to:</b>	<b>Is responsible for:</b>
<ul style="list-style-type: none"> <li>• Receive all new DfES legislation with regards to child protection and education.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring education staff are aware of their responsibilities with regards to child protection.</li> </ul>
<ul style="list-style-type: none"> <li>• Supportive and effective working relationships within the department, education settings and from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Offering advice, guidance and support to education staff with regards to child protection issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Support, guidance and advice from IRSC- investigation and Referral Support Co-ordinators. (A network that was established by the Government in 2001- to help Local Education Authorities, Police and Social Services deal with allegations better.)</li> </ul>	<ul style="list-style-type: none"> <li>• Training and awareness raising, both single agency and multi-agency.</li> <li>• Whole school training.</li> <li>• Governor training.</li> <li>• Early Year training.</li> </ul>
<ul style="list-style-type: none"> <li>• Support from other agencies to ensure child protection procedures are followed</li> </ul>	<ul style="list-style-type: none"> <li>• Providing written guidance for educational establishments and staff with regards to child protection and related subjects.</li> </ul>
	<ul style="list-style-type: none"> <li>• Having overview of any allegations made against education staff. If necessary to alert relevant professionals, supply agencies and other Local Authorities.</li> </ul>

**ROLES AND RESPONSIBILITIES FOR HEALTH, POLICE AND SOCIAL SERVICES.**

## **Health service.**

The health service is complex and is made up of many different sectors. All health professionals play an essential role in ensuring children and families receive the care, support and services they need in order to promote children's health and development.

As with educational professionals all health agencies have a duty under section 27 of the Children Act 1989 to comply with a request for help from the Local Authority in relation to safeguarding a child.

## **Police- Vulnerability Unit.**

This unit works in the fields of Adult, Child and Public Protection and Domestic Violence. They provide a service that includes:

- Investigation of (often-serious) crimes against children.
- Instigate criminal proceedings (in conjunction with CPS) provided there is evidence and that it is in the public interest to do so.
- Share information within, and where necessary outside of the Police service to protect children.
- Undertake emergency protection of abused children and use powers of entry and removal where necessary.
- Share information about sex offenders for Multi-Agency Public Protection Arrangements (MAPPA).

## **Social services.**

**It is the duty and responsibility of the Social Services Department to decide what, if any, action is necessary to protect a child.**

Under the Children Act 1989 Local Authorities have a duty to provide services to prevent children in their area suffering or likely to suffer significant harm.

The lead responsibility of the social services department does not diminish the role of other agencies in relation to child protection. The process will always entail gathering information from key professionals as well as liaison and consultation with all agencies.

## **TRAINING AND DEVELOPMENT.**

**Designated senior person.**

DfES states that all designated staff for child protection should obtain access to resources and attend any relevant or refresher training course at least every two years. Designated teachers should also attend appropriate multi-agency training courses organised by Darlington Safeguarding Children Board/ ACPC. This should enable the designated senior person to act as a source of guidance and to co-ordinate the action within their establishment and liaison with other agencies.

It would be advisable **not** to invest total responsibility in one person for this area of work as there is a tendency for other staff to regard the trained person as the 'expert'. If possible a deputy designated person should be appointed and they should also access similar training.

#### **Other staff.**

Head teachers must ensure that no members of staff, including teachers, non-teaching staff and student teachers on placements, is in doubt what action to take if there is any reason to suspect a child is suffering, or likely to suffer, significant harm. Advice and support should be sought immediately from the designated senior person if there is uncertainty.

A basic child protection awareness course is facilitated by the School Support and Development Officer for Child Protection on an individual school basis, frequency and attendance at such courses should be reviewed.

Schools can access this by contacting the School Support Officer directly 01325 388838.

#### **Governors.**

A range of courses are offered to Governors throughout the academic year in relation to child protection and related issues. Again these are facilitated by the School Support and Development Officer for Child Protection. This can be accessed via the Governor Support team within the Town Hall.

#### **Other events.**

Briefings and special events also take place. Usually schools receive information on an individual basis regarding these events. They can have both an education focus and or multi-agency focus.

Briefing sessions are also facilitated for staff within the education department.

#### **Further development.**

A range of related training will be facilitated via the establishment of cluster groups of schools. Time for training will be allocated both on an individual school basis and cluster basis.

Training on such items as

- Allegations against staff
- Protecting self
- Use of Restrictive Physical Intervention
- Other training needs in relation to child protection

Could be facilitated via a cluster forum.

Useful websites to access are included within the appendix. The following reference and booklist may be useful for those that wish to develop their knowledge.

Baginsky, M. (2000) *Child Protection and Education*, NSPCC, London.

Cooper, M & Curtis, B (2000) *Managing Allegations against Staff- personnel and child protection issues in schools*, Network Educational Press Ltd., Wilts

Department of Health, Home Office, Department for Education and Employment (1999) *Working Together to Safeguard Children*, The Stationery Office, London

Department of Health, Home Office, Department for Education and Employment (2000) *Framework for the Assessment of Children in Need and their Families*, The Stationery Office, London

Howarth, J. (ed) (2001) *The Child's World- Assessing Children in Need*, Jessica Kingsley, London

Mitchels, B. & James, H. (2001) *Child Care Protection Law and Practice*, Cavendish, London, 3rd edition

Whitney, B (1996) *Child Protection for Teachers and Schools- A Guide to Good Practice*, Kogan Page, London

## **SECTION 2 WHAT IS CHILD ABUSE?**

## **What is child abuse?**

The NSPCC uses the following definition of child abuse,

**‘child abuse consists of anything which individuals, institutions or processes do or fail to do which directly harms children or damages their prospects of a safe and healthy development into adulthood.’**

You may become concerned that a child is being harmed or alerted to the possibility of risk in the following ways:

- By your own observations.
- By allegations made by another person.
- By an allegation by a child/ young person.
- By an admission from somebody who says they are harming a child.

### **Significant harm.**

Social Services Departments make decisions about whether a child is ‘at risk of significant harm’ or ‘in need’.

The term ‘child abuse’ does not appear in legislation. The term ‘significant harm’ is used to define when a child is in need of protection from ill-treatment. The courts can legally intervene to protect children only if the child is suffering from or likely to suffer from significant harm.

In some cases a single act of abuse can constitute ‘significant harm’, such as a violent attack, sexual molestation, suffocating or poisoning. However in most cases ‘significant harm’ is evidenced by a number of events that have occurred over a period of time and school records are very important, ie where teaching staff have recorded a number of incidents/ concerns over a period of time.

According to ‘Working Together to Safeguard Children’ (1999) there are no absolute criteria on which to rely when judging what constitutes ‘significant harm’. Considerations of severity of ill treatment may include:

- Degree and extent.
- Duration and frequency.
- Pre-mediation.
- Threat and coercion.
- Sadism.
- Bizarre or unusual elements.

**Child abuse can occur in any situation, however a high concentration of the following common characteristics may cause concern regarding possible harm. Further characteristics are discussed within section 4 of the Darlington Local Safeguarding Children Board/ ACPC procedures.**

- History of drug, alcohol or substance misuse within the home.

- History of mental illness within the home.
- Domestic violence, in or out of the home towards a child/ren or another person within the home.
- Previous concerns about the care of any other children.
- Delay in seeking treatment for child/ren.
- Conflicting explanation or no explanation for injuries.
- Resistance to professional involvement.

### **Sources of Stress for Children in Families**

Many families manage to bring up their children in a warm, loving and supportive environment in which the child's needs are met and they are safe from harm. For some, sources of stress within the families can have a negative impact on a child's health, development and well-being. Research tells us that such sources of stress may include the following:

#### **Social exclusion.**

Many families are socially disadvantaged and directly affected by poverty. They may live in poor housing, be vulnerable to accidents, have poor diet and health problems, lack of access to good educational opportunities or leisure facilities.

#### **Domestic violence.**

Prolonged or regular exposure to domestic violence can have a serious impact on a child's development and emotional well being, even when a parent tries to protect his/her children. There are three significant ways that domestic violence can have an impact.

1. As a threat to an unborn child where physical assault poses a threat to foetus and mother.
2. Through physical injury where children have got in the way or been injured intentionally.
3. By causing emotional harm and damage to children who witness the physical and emotional suffering of a parent.

The negative impact of domestic violence is made worse when the violence is combined with drink or drug abuse.

#### **Mental Illness of Parent or Carer.**

It is important to stress that mental illness does not necessarily have an adverse effect on a child, but it may restrict a child's social and recreational activities especially if the child takes on responsibility for caring for their parent in a way that is inappropriate to their age. If depressed, a parent may neglect their children's physical and emotional needs. Occasionally a child may be at risk of extreme violence or even death.

**Additionally there may be other contributing factors that make children and young people more vulnerable to abuse.**

**Disabled children.**

As previously mentioned disabled children are more vulnerable because there may be communication problems which may make it more difficult for them to tell or less likely to be believed.

**A child with special educational needs.**

There may be possible issues with levels of understanding, self-esteem or communication difficulties.

**Very young children.**

Very young children may not have a use of language to 'tell'. Therefore it is important to focus on other indicators- behaviour, drawings and play- if there are concerns.

**Black, dual heritage or other minority ethnic children.**

(This could also include children of asylum seekers.)

Adults may have inappropriate preconceptions or may hold racist views. They might also fear challenging or reporting because they be construed as being racist.

**Gender.**

Adults sometimes have a different reaction to the physical punishment or abuse of girls and boys.

**Bullying.**

Bullying is increasingly recognised as a form of abuse in itself. Bullying behaviour may be a sign that a child is experiencing adult abuse. Likewise abuse in one part of a child's life may make them more vulnerable to being targeted for bullying.

**Signs and indicators.**



Any sign should be considered in the general context of the child's age, development and background. Considering abuse is often about putting a constellation of factors together, with the help of the designated senior person and other agencies over a period of time.

Checklists with regards to signs and symptoms should be used with caution. There may be alternative explanations other than abuse for indicators shown, for example, accidental injury or changes in the child's life. When considering behavioural indicators, it is important to be aware of sudden changes in behaviour, e.g. the usually friendly child becoming aggressive. This may also indicate recent trauma which may not be abuse e.g. bereavement.

The signs and indicators of abuse for disabled and non-disabled children are fundamentally the same. However, there may be a greater risk of stereotyping or making assumptions that signs and indicators are due to an impairment rather than considering the full range of possibilities, including abuse. For example, displaying challenging or self-injurious behaviour may not be picked up as an indicator of abuse.

For some disabled children signs and indicators may:

- Be more difficult to recognise.
- Be harder to untangle- especially if there are communication difficulties/ impairment.
- Have more possible explanations/ be more easily explained:
  - By the impairment or illness.
  - By the medication.
  - As 'it's always been like this'.
  - As attention seeking behaviour.
  - As self-inflicted.

**It is important to remember that although some children will tell of abuse, many never do this so taking notice of signs and indicators is vital to early recognition.**

Education staff should be alert to possible signs of abuse or risk of abuse.

The four categories of **physical abuse, emotional abuse, neglect and sexual abuse** are those used for assessment and registration purposes within the child protection system. Abuse may cover more than one category. Children who are physically or sexually abused are inevitably also emotionally abused

### **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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

### **Some possible signs of physical abuse.**

- Reluctance of child to undress when changing for PE.
- Finger or hand marks on any part of the body.
- Bite marks or pinch marks.
- Cigarette burns.
- Ligation marks.
- Scalds.
- Poisoning.

- Untreated injuries.
- Delay in seeking professional advice for treatment.
- Lack of adequate or consistent explanation for injury.

### **Emotional abuse.**

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of ill treatment of a child, although it may occur alone. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age or developmentally inappropriate expectations being imposed on children.

#### **Some possible signs of emotional abuse.**

- Speech disorder.
- Excessive fear of new situations.
- Inappropriate emotional responses to situations.
- Extreme anxiety about parents being contacted.
- Over reaction to mistakes.
- Extremes of passivity or aggression.
- Self-harm/ suicidal tendencies.
- Drug/ solvent misuse.
- Depression.

### **Sexual abuse.**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may include physical contact. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### **Some possible signs of sexual abuse.**

- There may be no physical signs. Always treat what a child says seriously.
- Soreness or bleeding or injury to genital /anal regions.
- Enuresis (bed-wetting)- particular when previously dry.
- Encoporesis (soiling).
- Sexually transmitted diseases.
- Withdrawn and unhappy or insecure and 'clingy'.
- Affection seeking.
- Sexualised behaviour.
- Inappropriate/ explicit sexual knowledge/ behaviour for age.
- Unexplained large sums of money/ gifts.
- Gender identity difficulties.

### **The Sexual Offences Act 2003.**

The Sexual Offences Act 2003, which came into force May 2004, constitutes the most radical overhaul of sexual offence legislation for over 50 years. Included within the act are the following offences;

**Grooming:** This offence is committed when an adult meets a child under 18 with the intention of committing a sex offence with a maximum penalty of 10 years imprisonment. A civil order will apply both to internet and off-line grooming, which will enable restrictions to be placed on people displaying inappropriate sexual behaviour before an offence is committed.

**Inappropriate sexual activity with children:** A range of new offences designed to tackle all inappropriate sexual activity with children, including a new offence of causing a child to engage in sexual activity- which will capture behaviour such as inappropriately persuading children to undress.

**Sexual exploitation of a child:** New offences relating to sexual exploitation of a child that will protect children up to the age of 18. They will cover a range of activity including; buying the sexual services of a child, causing or encouraging children into sexual exploitation, facilitating the sexual exploitation of a child and controlling the activities of a child involved in prostitution or pornography.

**Sexual offences against children and vulnerable people:** Maximum penalties for sexual offences against children and vulnerable people have been raised to reflect the severity of these crimes. Any offence involving penetration of a child under 13 or a person who lacks the capacity of consent will be liable for a life sentence. Any sexual intercourse with a child under 13 will be charged as rape.

### **Neglect.**

Neglect is the persistent failure to meet a child's physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Some possible signs of neglect.**

- Unkempt appearance.
- Poor personal hygiene.
- Low self esteem.
- Frequent lateness/ non-attendance at school.
- Compulsive stealing.
- Scavenging for food. Persistent hunger.
- Constant tiredness.
- Untreated medical problems.

### **The aftermath of abuse.**

Education staff can help to **stop** child abuse.

If unreported the effects of child abuse can be devastating. They include:

- Low self-esteem, feelings of guilt, worthlessness.
- Difficulty in forming secure relationships.
- Underachievement in school.
- Depression, self harm, substance misuse.

**Following abuse children may experience any of the following:**

**Triggers.**

Something or someone that reminds them of some aspect of their abuse (e.g. a smell, name, place, a phrase or mannerism).

**Intrusive memory.**

A recollection of some aspect of their abuse that is unsolicited and difficult to ignore or remove.

**Panic attacks.**

A feeling of absolute fear and anxiety that is overwhelming and may produce physical reactions (e.g. frozenness, sweating, increased heart rate, stiffening or difficulties in breathing).

**Inability to concentrate.**

The inhibited capacity to focus due to heightened emotion or intensity of recollection. An inability to understand or carry out tasks or processes or retain information.)

**Negative self-image.**

Considering themselves stupid, a failure, incapable, bad and unworthy.

**Self-harm.**

Deliberately inflicting pain or injury to his/ her own body (e.g. cutting or burning).

**Substance misuse.**

The taking of drugs/ alcohol as a means of coping or escaping from the pain.

## **DRAFT POLICY AND GUIDANCE**

### **SECTION 3.**

**RECOGNISING AND RESPONDING TO CHILD ABUSE.**

**REFERRAL PROCEDURES.**

**NEXT STEPS IN THE CHILD PROTECTION PROCEDURES.**

## **Recognising and responding to child abuse.**

Following the identification of a concern it is essential that it is responded to appropriately, this will be discussed in the following section.

After parents, school staff are among the few adults to have almost daily contact with children, knowing them as individuals and therefore having a crucial role in safeguarding their welfare. They may be one of the few adults children may tell about their fears.

Schools and school staff are essential parts of the multi-agency child protection network of agencies, including Health, Education, Social Services, Police and Probation who need to communicate, co-operate and work together in order to protect children. Each of these agencies may hold an important piece of information, which helps to assess whether or not a child is in need of protection. A failure to communicate important information may mean a vital piece of information is missing- **an incomplete picture can leave a child at risk.**

It is the role of the Social Services Department to co-ordinate any information relating to a child who may be in need of protection.

All of these agencies are represented locally on the Local Safeguarding Children Board previously the Area Child Protection Committee (ACPC). The board agrees on how everyone should co-operate to protect children in the Darlington area, produces local procedures and guidance and monitors outcomes. Each school will have their own copy of Local Safeguarding Children Board guidance and this child protection handbook with specific reference to Education. All education staff need to be familiar with individual education setting's documentation and all staff need to be familiar with this when they join the setting.

**It is not the role of the teacher/ school staff to decide whether or not a child is being abused. The teacher's role is to listen to and support children and refer any concerns to the designated senior person.**

### **What to do if you are concerned about a child.**

- Listen carefully to the child; reassure them that they are not to blame. (See the following section for more information.)
- Don't try to investigate or ask leading questions.
- Report your concerns to the designated senior person for Child Protection or another senior member of staff if he/ she is not available. Be specific. Explain what you are concerned about and why. They will advise on the next steps, including talking to parents.
- Maintain confidentiality. Breaches of confidentiality could be very dangerous for the child. It is not appropriate to discuss any issues about a child with anyone who is not involved in the child protection process. Likewise confidentiality should never be promised to the child as this could be equally damaging.
- Record what the child has said or what you have observed. Include the child's name, age, ethnicity and any disability or special needs they may have. Include dates, times, what you have observed and what the child has said to you.
- Remember you have a statutory duty under the Education Act 2002 (section 175) to pass on any child protection concerns about a child.

## Listening to children.

Children will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This could be anyone within a school setting, and not always the designated senior person. It is therefore essential all school staff know how to respond sensitively to a child's concerns. Any individual who is approached by a child wanting to talk should listen positively and reassure the child they are not to blame.

### **Some helpful responses when a child confides.**

- Take what the child says seriously.
- Listen carefully without interrupting or prompting.
- Reassure them that they are not to blame.
- If they are in a group setting arrange to see them on their own at the earliest opportunity.
- Let them know what you are going to do to help them but explain that this means that you will have to tell someone else. **You cannot promise 'not to tell anyone'.**
- Report your concerns to the designated senior person.
- As soon as possible, record what was said, what you have observed, what your concerns are and what you have done. Ensure you have included exactly what the child said, including dates and times. This record should be signed and dated.

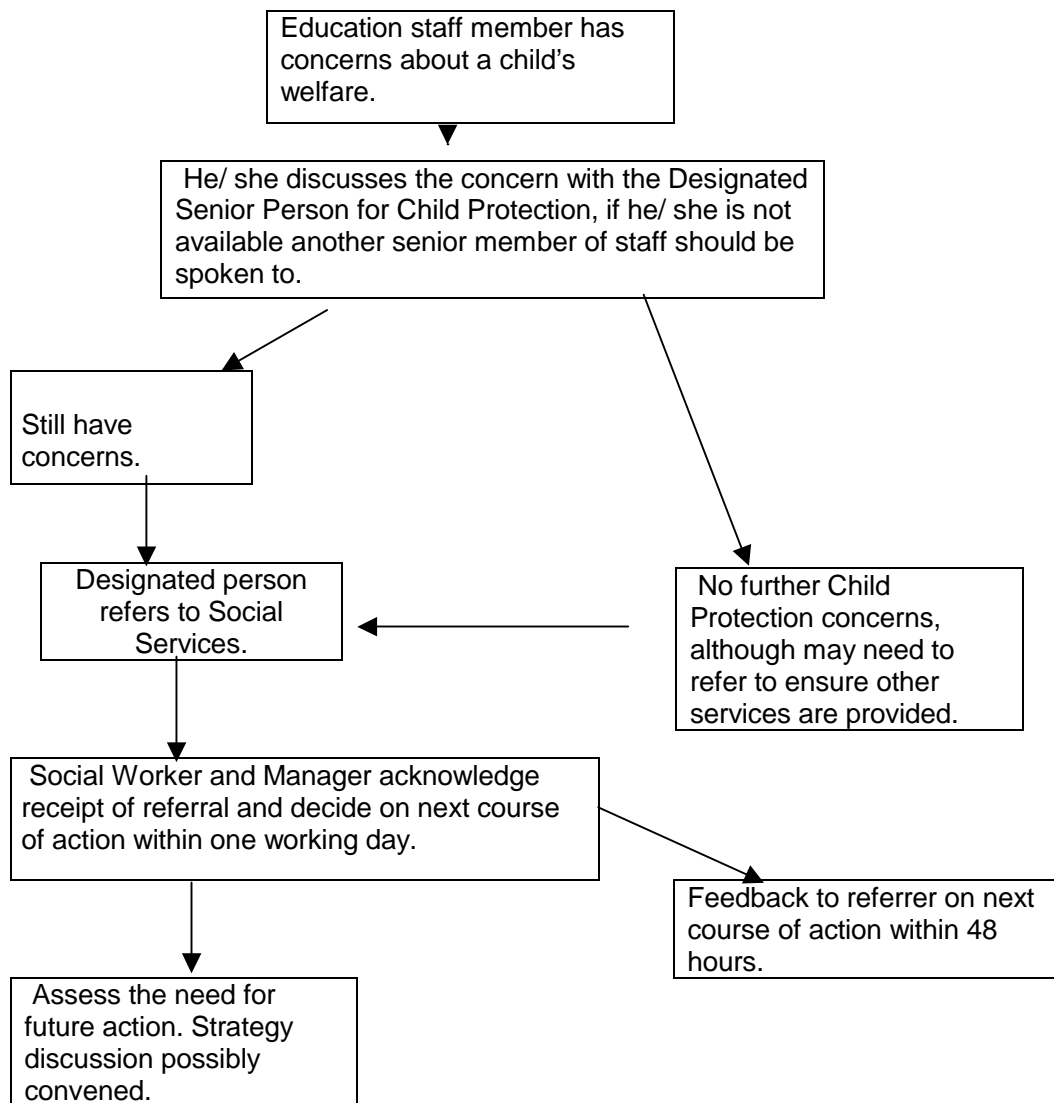
### **What to avoid.**

- Try not to let your own feelings show, or show shock.
- Don't try to investigate or question the child- this could later interfere with evidence.
- Do not make assumptions or speculate about what has happened.
- Don't make promises you can't keep- i.e. that you will not tell anyone else or 'everything will be alright'.
- Do not delay in taking action, especially if a child is in need of emergency medical attention or protection from abuse.

Further information regarding 'Communicating with children about concerns' is found in section 6 of this Guidance. Also within section 6 there is information regarding 'Communicating with parents about sensitive issues.'

## Referral procedures.

## Making a referral.



It is important to note that when making a referral, the referral should be made to the local Social Services Department where the child currently is. However the referrer should state where the child is normally resident, this particularly applies where the child may live in a neighbouring authority but attends school in Darlington. There will then need to be communication between the departments.

It is most likely to be the designated senior person for Child Protection who makes the referral. Prior to referral the LEA- School Support and Development Officer for Child Protection (01325) 388838 can give support. If the School Support and Development Officer is not available discussions can also take place with the Assistant Director for Inclusion or Head of Pupil Support Services, or alternatively with the Child and Family Duty Team, Social Services.



Referrals must be made as quickly as possible. Keep a note of the date, time and to whom the referral was made. Follow up verbal referrals to Social Services in writing within 48 hours. A copy of the relevant form to be completed is included within the appendix- this is the same form that is completed when making 'Child in Need' referrals.

A copy of the written referral should also be sent to the LEA- School Support and Development Officer for Child Protection- Education Department, Town Hall, Darlington. DL1 5QT.

Keep the school copy of the referral in a confidential and secure file, separate from curriculum records.

### **Why refer?**

- Children have a right to be safe.
- Adults have a responsibility to protect children.
- Abuse and neglect are damaging.
- Child abuse and neglect continue because of the secrecy and silence which surround them.
- You only have one small piece of the jigsaw.
- Children rarely lie about abuse.
- An abuser may well abuse many other children who also have a right to protection.
- 

### **During office hours.**

Contact Social Services- 01325 346200/ 346867 and state that you wish to make a referral in respect of a child/ young person.

Or alternatively, contact the Police- 01325 467681 and ask for the Vulnerability Unit. If there is no-one available within this unit, state that you wish to make a referral in respect of a child/ young person.

### **Out of office hours.**

For Social Services contact the Emergency Duty Team- 01642 631123.

For the Police- same as during office hours.

In case of emergencies dial 999 and report the incident to the relevant emergency service (Police, Ambulance or Fire and Rescue Service.)

### **It is important to have appropriate information to hand when making a referral.**

You may be asked for:

- Child's full name.
- Date of birth.
- Home address and telephone number.
- Parents/ carers name and dates. **It is useful to include this information on school contact forms.**
- Child's GP (if known)

- Details of the reason for the referral.
- Your name.
- Position within the school.
- School name and address.
- School telephone number.

Clarify with Social Services what, if any, contact will need to be made to the parents by the school.

**General advice is that the school should not contact parents unless and until advised to do so by Social Services.**

There may be some occasions where circumstances dictate that it is in the best interests of the child/ren not to involve the parents or carers at an early stage. Social services will record the reasons for this.

These occasions may include:

- Where either or both parents/ carers are suspected of being the abuser or likely abuser.
- Where the child is of sufficient age and understanding and expressly wishes the parents/carers not to be informed.
- Where to do so may impede the Child Protection Investigation.
- Where the child may be placed at further or continued risk of harm

**Next steps in the Child Protection procedures.**

## **What will happen next?**

**Please refer to the flow-chart- 'Making a referral'.**

When information is received by either the Social Services Department or Police and it is felt that child/ren has suffered or is at risk of suffering significant harm, the receiving agency must inform the other agency during the same working day and for the two agencies to convene a **strategy discussion** within two working days.

**If it is felt that the referral is not a Child Protection matter then the person referring the case must be informed and given the reason for the decision.**

### **Initial checks.**

Except in extreme emergencies when immediate action is required in respect of protection or medical examination and or treatment, the following initial checks will be made prior to the strategy discussion.

- An enquiry to the Child Protection register to find out whether the child/ren has already been subject of any other Child Protection investigations.
- A check of Social Services records to see if the child or family is receiving, or has received, services from the department.
- Police checks with regards to the child/ren, parents and carers and the alleged abuser.
- The following will be contacted to see if they have any relevant information.
  - Health professionals- health visitors, midwives, school nurses.
  - Education professionals- Schools, Early Year providers, other education settings.
  - Any other professional known to be involved.

### **Strategy discussion.**

A strategy discussion must be held prior to the commencement of every Child Protection investigation. The strategy discussion will normally be chaired by a Team manager, but in exceptional circumstances where this would cause unacceptable delay a supervising officer within the Vulnerability Unit (Police) could chair the discussion.

The purpose of the strategy discussion is to co-ordinate and plan immediate action. Within Darlington strategy discussions normally take place by way of a meeting. However, if this would adversely delay the investigation the discussion may take place by telephone.

Police and Social Services will always attend strategy discussions and usually the person who made the referral. Health and Education representatives are often requested to attend as they often hold particular knowledge of the child and or family.

Where the alleged abuser is a professional/ volunteer working with children, a person from the agency/ profession employing the alleged abuser should be invited to the strategy discussion. Further information regarding this can be found in section 5 of this guidance- 'Personnel Issues.'

The strategy discussion should consider and make decisions about:

- Whether there is any child at risk of significant harm and decide whether there is a need for immediate protection.
- Whether there will be an investigation under section 47 of the Children Act 1989. Agreement must then be made on who will do the investigation.
  - Joint investigation between Social Services and the Police- welfare and criminal issues.
  - Social services investigation only- welfare issues only.
  - Police investigation only- criminal issues only.
- Consideration will also be given to whether a medical examination is necessary.
- Communication with parents.

(The following could be discussed at the initial strategy discussion, or at subsequent strategy discussions that may be convened at certain points during an investigation.)

- The need to interview the children and obtaining consent from the parents or carers.
- Interviewing witnesses, family members and any persons who may hold information relevant to the joint investigation.
- Interviewing the alleged abuser.

**Where a strategy discussion decides that there is no need for an investigation, the reason for this must be recorded. There may be a need to refer to alternative services.**

If the professional who made the original referral is not present at the strategy discussion he/ she should be informed of the decisions made from the strategy discussion within 2 working days.

Future action is dependant on the outcome of the strategy discussions and subsequent investigations.

### **Child Protection Conferences.**

As with strategy discussions education staff often have essential information regarding the child/ ren and their families and carers.

If a education representative is requested to attend a Child Protection Conference it is important that someone does attend in person. Representatives are invited as it is felt that they will have direct knowledge of the child/ren and/or family. A report should also be submitted, a template for a report is included within the appendix of this guidance. It is good practice that content of the report should be shared with the parent/carers prior to conference. Unless the person who has written the report has discussed this with the Chairperson prior to conference and confirmed that some, or all the information should be kept confidential.

There are two types of Child Protection Conferences.

- a) Initial Child Protection Conference.
- b) Review Child Protection Conference.

The purpose of the Initial Child Protection Conference is described in 'Working Together To Safeguard Children' (1999)

**‘The Initial Child Protection Conference brings together family members and professionals from the agencies which are concerned with child care and child protection, to share and evaluate the information gathered during the investigation, to make decisions about the levels of risk to the child (ren), to decide on the need for registration and to make plans for the future.’**

It is at the Initial Child Protection Conference where a child/ ren will be placed on the Child Protection Register. Before a child is registered the Initial Child Protection Conference must be satisfied that the child is suffering or likely to suffer significant harm which requires a child protection plan. As discussed in section 2 of this guidance ‘What is child abuse?’- a child may be registered under one or more categories.

The purpose of the Review Child Protection Conference is to review the existing child protection plan and determine if any further action is required to promote the child’s welfare. It will be concerned with looking at problem areas which were identified at the Initial Child Protection Conference to see whether the desired changes within the protection plan have been reached. This will take place 3 months after the Initial Child Protection Conference, then subsequently every 6 months. At Review Child Protection Conference the possibility of de-registration from the Child Protection Register. This may occur when

- There is a reduction in risk. Where the risk of abuse is judged to have been reduced, following the interventions contained within the protection plan.
- No contact with alleged abuser.
- Completion of comprehensive assessment. Where a comprehensive assessment has been completed, and indicates that the child is no longer at risk, and the reports from other agencies support this view.
- Absence of repeat incidents. Where there have been three consecutive Review Conferences and there has been no reoccurrence of the original concern that required the child to be registered at the Initial Conference.
- Permanent substitute care. Where a child has entered the Looked After System and the case planning is for the child to have no further contact with the alleged abuser, and written consent has been sought from the agencies involved for the child’s name to be removed from the register.

## **DRAFT POLICY AND GUIDANCE**

### **SECTION 4. MONITORING AND RECORD KEEPING.**

## **Section 4.**

**Please see previous section regarding how to make a referral.**

### **Monitoring and record keeping.**

#### **Good record keeping is essential.**

Record keeping of child protection concerns and action taken in respect of individual children and young people is essential. At the point when a member of staff raises a concern it is often unclear how far down the child protection system that particular concern will progress. It may not progress further than a conversation with the designated senior person or may eventually lead to matters being heard in the courtroom, which can take as long as 12 months from the initial concerns being raised.

The courts expects that records are made 'contemporaneously' (at the time or as soon as possible after an event). It is not, however, advisable, to make a written record at the time a child is disclosing abuse, as such action is likely to shut a child up. Therefore, in the case of disclosures a record should be made as soon as possible after the event.

#### **What should be included?**

A record should be made of concerns raised by members of staff about individual children and young people. Such records should be kept securely and separately from the child's school records. The record should consist of:

- The child's details, name, date of birth and family details.
- Date and time of the event/ concern.
- The nature of the concern raised.
- The action taken.

In the case of disclosure the records needs to also include:

- As full an account as possible of what the child has said.
- Time and place of the disclosure.
- Who was present at time of disclosure.
- Demeanour of the child. Behavioural/emotional state.

All records should be dated and signed, with name clearly printed at the side of the signature. Records should be factual, using the child's own words where a disclosure is made. Professional opinion can be given but needs to be supported by stating facts and observations upon which opinions are based. (Expressing an opinion as to whether a child is telling the truth is not helpful and can prejudice how a case proceeds.)

The need to monitor and keep ongoing records about a child's welfare arises when

- There may be indicators of possible abuse but there has been no disclosure.
- A disclosure has been made.
- A child is placed on the Child Protection register.

The following monitoring form can be customised and used to collate information when monitoring a situation. A photocopyable copy is included in the appendix.

**PLEASE OUTLINE YOUR CONCERNS & RETURN FORM TO THE DESIGNATED TEACHER.**

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth</b>	
<b>Address</b>	
<b>Tel no</b>	
<b>Parent/ carer</b>	
<b>Note of incident/ concern</b>	
<b>Signed</b>	
<b>Date</b>	

When making a referral 'Referral and Initial Information Record' should be completed, a copy of this is also within the appendix.

Sometimes things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later, so it is important to give as much details possible. Remember that records made early on in a child protection case can prove vital pieces in the jigsaw of information that eventually develops. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

If a child protection record is started for an individual child, the record should have a front sheet in the file which records the child's full name, date of birth, address and information about family members. If files are kept on more than one child from the same family make sure you have a way of cross referencing making it clear what the relationship is between the children is. If any information is lifted from a file for some reason, a card should be placed indicating where the information has gone and who has it.

**All concerns should go to the named teacher.**

All recorded child protection concerns should go to the designated senior person. The designated senior person may know that something is already happening with regard to the child who is the subject of the concern or the concern may be the first raised about that particular child. The designated senior person will need to make a professional judgement about what action need to be taken. Whatever decision they make, be it operating locally agreed procedure or no further action, needs recording.

**Files need to be kept securely.**



Child protection information is confidential and should not be kept on the child's school file. Each school/ setting should have a separate, secure filing system for child protection concerns. This filing system should be easily available to the designated person. Child protection records should be kept separate to the ordinary school files on individual pupils.

### **Who should have access to child protection information?**

Access to the information on file should be on a need-to-know basis among the staff. This can be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.

It would be unlikely that every member of staff needs to know details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case.

### **When the child moves on.**

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/ college, this is the responsibility of the senior designated person.

If a child moves without a forwarding address for home and school and no contact is received from a new school, the Education Welfare Service and School Support and Development Officer for Child Protection should be informed.

The last school attended is required to keep the young person's records. Following the events in Soham and subsequent Bichard Inquiry, North East Lincolnshire's Area Child Protection Committee commissioned Sir Christopher Kelly to carry out a serious case review he suggested that records should be kept for 10 years.

Many young people who have suffered childhood abuse are not able to make a disclosure at the time. In historical abuse cases the information held in school records can be used as corroborative evidence in criminal proceedings.

### **Children on the Child Protection Register.**

Social Services Departments must maintain a central register that lists all children for whom there are currently unresolved child protection issues and for whom there is an inter-agency protection plan.

The inclusion of a child's name on the Child Protection register will only occur following a Child Protection Conference. School staff will be invited to attend conferences.

Social services have a duty to notify the relevant school when a child's name is added to the Child Protection Register or when a child on the register starts that school.

The school must:

- Monitor the child's attendance record.
- Monitor his/ her development.
- Report any concerns to the social worker immediately.
- Inform Social Services immediately if the child changes school.

**DRAFT POLICY AND GUIDANCE  
SECTION 5.**

**GUIDANCE FOR SAFEGUARDING BOTH PUPILS AND STAFF.  
PROMOTING SAFE PRACTICE.  
PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST  
STAFF.**

## Section 5.

### Guidance for safeguarding pupils and staff.

Within education settings there are particular areas where staff often feel vulnerable in dealing with. These guidelines attempt to consider ways of helping staff manage these issues and keep the child as the focus.

The guidelines cover:

1. **Volunteers/ Temporary staff in education settings.**
2. **Personal care.**
3. **One to one working.**
4. **Transporting children.**
5. **Other professionals working in schools.**
6. **Working with parents.**

1. **Volunteers/ Temporary staff in education settings.**

**Volunteers** include all people who come into education settings including governors, parents helping out on a regular or a 'one off' basis, supply staff, students on placement (including work experience), groups offering drama, dance and other workshops, parents supervising their own children in school or on outings.

It is the responsibility of each adult to ensure that his/ her behaviour is appropriate at **all times**. An example of a code of behaviour follows and is also included within the appendix.

It is also essential that all adults within an education setting at any one time are also aware of the Child protection procedures. The brief outline, which follows and is also included within the appendix, may help when making adults aware of child protection procedures, within a limited period of time, in particular supply staff.

Staff who fall into this category need to know that at all times their conduct is the responsibility of the school's head teacher.

#### **Brief outline.**

#### **Child Protection Procedures.**

#### **If you suspect or are concerned that a child/ young person is being abused:**

- Immediately tell the designated senior person for child protection.
  - Within this school it is ..... (complete for each school)
  - If he/she is not available contact ..... (complete for each school)
- Record the FACTS as you know them and give a copy to the designated senior person for child protection.

#### **If a child/ young person tells you that he/she is being abused by someone else:**

- Allow him/her to speak without interruption, accepting what is said.
- Advise him/her that you will try to offer support but that you **MUST** pass the information on to the designated senior person for child protection.
- Immediately tell the designated senior person for child protection.

- Record the facts as you know them, including the account given to you by the young person and give a copy to the designated senior person for child protection.
- If you find yourself in a situation where you feel uncomfortable or compromised tell a senior member of staff immediately.

**If you receive an allegation about any adult or about yourself:**

- Immediately tell the designated senior person for child protection.
- Record the facts as you know them and give a copy to the designated senior person for child protection.

Remember that, in this situation, you are accepted as a staff member, and as such must ensure that you keep a professional distance from the children/ young people at all time.

**You must refer. You must NOT investigate.**

**Suggested code of behaviour.**

It is good practice for all volunteer/ temporary staff to sign copy of the code of behaviour as well as retain a copy of the brief outline of procedures. Obviously the code of behaviour is an approach that could be developed across the school, the example within the appendix could be easily adapted according to the needs of individual settings.

**Do** treat everyone with respect.

**Do** provide an example you wish others to follow.

**Do** plan activities so that they involve more than one person or are at least in sight and hearing of others.

**Do** respect a young person's right to personal privacy.

**Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like and provide a caring atmosphere.

**Do** maintain a healthy adult lifestyle, ie act as an appropriate role model.

**Do** remember that someone else might misinterpret your actions no matter how well intentioned.

**Do not** permit abusive youth peer activities (eg ridiculing, bullying etc.)

**Do not** play physical contacts with young people.

**Do not** physically reprimand a child or young person whatever the provocation.

**Do not** use inappropriate physical or verbal banter with others.

**Do not** jump to conclusions without checking facts.

**Do not** make suggestive remarks or gestures or tell jokes of a sexual nature.

## **2. Personal Care.**

### **General Principles.**

- The child/ young person's permission should be sought before any personal care is undertaken by any member of staff. It is important to be sensitive to the child/ young person's wishes and feelings. Some children/ young people may prefer that any assistance is given by a staff member of his/ her own choice. It is also important to remember that the concept of personal care is very much an individual perception. What may be seen as normal human contact by one person may be seen as unacceptable intrusive by another.
- Undertake only personal care tasks which are essential for the child/ young person's needs, or are reasonable requests from the child/ young person.
- Personal care routines should be part of the child/ young person's care plan or individual education plan, and should be agreed with all those with parental responsibility as appropriate and practicable.
- A child/ young person's personal care programme should protect his/her privacy but should not be secretive in nature.
- No child/ young person who has an unexpected accident and requires personal care to help him/her clean him/herself should be left in an unsanitary condition for longer than is absolutely necessary.
- The member of staff undertaking a child/ young person's personal care should discretely inform another staff member that he/she will be carrying out appropriate care before he/she leaves the room with the child/ young person, where the care will take place, and should notify that staff member of his/ her return. This is particularly important if the care giver will be alone in a closed situation with the child/ young person.
- Be human. It is important that you act in such a way to the child/ young person that you would prefer your child or yourself to be treated. If you would be angry, upset or offended if you or your child were treated in a particular manner, do not inflict that behaviour on another child/ young person.

### **3. One to one working.**

This is one of the situations that can be risky for adults working with children, however it is one of the easiest to address by following the guidelines that are set out below. Situations in which one member of staff is working in isolation with one pupil should be avoided as both the staff member and the child/ young person are dangerously vulnerable. The staff member is vulnerable to allegations being made against him/ her which he/ she cannot easily refute, and the child/ young person is vulnerable to abuse. However, there are some circumstances in which these situations cannot be avoided. In these cases, some common sense guidelines should be used.

- Always inform someone else that you will be working in a one to one situation. Tell that person what you will be doing, who you are working with, where you will be located and when you will return. Always ensure that you report to this staff member as soon as you return.
- Before working in a one to one situation with a child/ young person, particularly on a regular basis, always ensure that a written programme of study is available, which has been shared with the parents.
- Be accessible. Avoid working in isolated parts of the building if possible. Try to ensure that you sit in an area where others can enter at any time. Ensure that

the door is open and that anyone passing the door can easily see you and the child/ young person.

- When working in a one to one situation with a child/ young person it is important that the child/ young person is comfortable with the arrangement. If the child/ young person is uneasy with the situation, then alternative arrangements must be made.
- Avoid unnecessary personal contact with the child/ young person, for example, sitting very closely together, making physical contact etc. All exchanges must be open and transparent.
- If it is necessary to see a child/ young person in the teacher/ other professional's own office, then the child/ young person must be sited nearest to the door unless there is danger of the child/ young person running out of the building and causing harm to him/herself. In these circumstances it is important that another staff member is present.
- Any incident, which arises when working in a one to one situation, must be logged with the relevant member of the senior leadership team immediately. It is good practice to ensure that all one to one sessions are recorded including the date, time, place and duration of the session and the participants in it.
- All communications with the child/ young person in a one to one situation must be adequate and appropriate.

#### **4. Transporting children.**

In addition to home- school transport, there are occasions when other staff members have to escort children/ young people outside the school service. A risk assessment should be made to decide whether such a journey is necessary. If the journey can be avoided, then it should not take place. If it is absolutely necessary, then a number of considerations should be made.

- Check that you have the appropriate insurance to enable you to take a child/ young person on such a journey.
- Ensure that you have a mobile phone with you so that help can be summoned.
- NEVER call in at your own home when in company of children/ young people with whom you work and do NOT invite him' her to visit you in your home.

#### **5. Other professionals working in schools.**

A range of other professionals now work within schools and educational services, and, with the development of extended schools, this number is bound to increase. It is important that all professionals are aware of the parameter under which professional works.

All other agencies working in schools must be made aware of the identity of the senior designated person for child protection and his/ her deputy. They must also be made aware of the procedures operating in the school/ service with regard to safeguarding children and young people.

Good communication is essential, particularly with regard to safeguarding children and young people. It is important that all professionals working in schools/ services make themselves known to the relevant staff when entering the school or service, no matter how often they work in that establishment. It is also important that the professional discusses potential concerns with the relevant teacher or other educational professional as necessary and appropriate. If the staff of the school/ service is aware that another

professional will be visiting the school to ensure that he/ she is available to discuss the child/ young person before and after the session. If this is not possible, a written note outlining the basic points could be left within a sealed envelope to share concerns.

## **6. Working with parents.**

One of the major pieces of work carried out by any school/ service is to build up a productive and trusting relationship with the child's / young person's parents. This trusting relationship is likely to be put to the test if the school/ service has concerns that the family may need support, or if there are concerns about a child/ young person may be suffering, or is likely to suffer significant harm. Schools and services must be open and transparent in their dealings with children/ young people and their families.

Schools should include a paragraph in the school/ service prospectus outlining safeguarding responsibilities. In this way, the parent is aware of the school/ service policy with regard to child protection and children in need, accepts this, and is prepared if the school/ service has to exercise its responsibilities.

A suggested statement that can be adapted for a prospectus is included within the appendix.

## **Identifying elements of unsafe practice.**

### **Special treatment.**

Singling out a child or young person for special treatment can lead to a variety of problems. All pupils should receive attention according to their particular needs. Crossing professional/ personal boundaries leaves other pupils feeling less worthy. Giving special treatment to a particular pupil could be negatively interpreted, eg being 'groomed' for abuse. The grooming process will be discussed in more detail within this section.

### **Physical contact.**

Physical contact with pupils should be a response to their need, be of limited duration and appropriate given their age, gender, background and stage of development. Physically striking a pupil is not an acceptable professional response.

### **Intimate contact.**

Personal or intimate contact should not have, or suggest, any sexual component. Any necessary intimate contact must be part of a planned programme of care agreed by all of those including the child and parent (as mentioned in previous section regarding personal care). Sexual contact between teachers and pupils is not acceptable. Those pupils over the age of 16 remain protected by the amendment to the Education Act 2000- Abuse of trust.

### **Out of school contact.**

Planned and agreed out of school contact with pupils and their families can occur for legitimate reasons, eg sports fixtures. Contact with a pupil, without the knowledge and consent of managers and parents, can leave a member of staff vulnerable to allegations and compromise a young person. Out of school contact is an opportunity for those who seek to abuse children to gain trust and extend the 'grooming' of a child and their family.

### **The grooming process.**

Within any profession or job that has contact with children there will be a number of individuals who are specifically attracted to working with children with the intention of seeking opportunities to sexually abuse them. When in positions of trust these individuals use their position to seek out children they can 'groom' and go on to abuse. People who are working in this way do so secretly and are often very skilful at deflecting colleagues' suspicions.



**General guidelines that could help safeguard children and young people and protect staff from allegations.**

- Be aware of professional boundaries.
- Follow codes of conduct.
- Be mindful of other relevant policies that the Local Authority/ school might have in place, eg transporting students, intimate care etc.
- Keep behaviour appropriate to the context.
- Be aware of how actions might be perceived by others, ie child, other children, staff.
- Be mindful of race, culture, gender, disability, religious beliefs, etc.
- Discuss alternatives with colleagues, managers.
- Be clear of the reason for your behaviour and the actions you are taking.
- If you are asked to do something with which you or a pupil feel uncomfortable, or maybe feel unsafe, seek advice from senior management. In addition you could contact your union or professional association.

## **Procedures for Dealing with Allegations against Education Staff.**

The following procedures for dealing with allegations against staff (and volunteers who work with children) aim to strike a balance between the need to support staff and investigate the allegations fully when they are made.

The following information should give all staff a better understanding of the process that occurs when an allegation is made and signpost staff to the appropriate support and guidance.

Throughout this guidance a 'staff member' is a person whose work brings them in contact with children in an education setting. It, therefore, applies to all staff, whether paid or working in a voluntary capacity (including supply teachers).

Any reference to 'children', 'young people' and 'pupils' refer to children under the age of 18 years.

The term 'allegation' means any information that suggests an adult has caused or may cause hurt or harm to a child or young person. The numbers of allegations made against teachers are limited, particularly malicious allegations. Most teachers will never have an allegation made against them but statistically we know they will come into contact with children and young people in need of protection.

Many people who work with children worry about the possibility of malicious false allegations. Fortunately, cases of malicious allegations or false allegations that are wholly invented are very rare. Almost invariably there is a real incident or event that is the basis for an allegation, but in many cases the allegation is based on different perceptions of an incident by different people, or a misunderstanding, or misrepresentation, or exaggeration. For example a pupil may tell a parent that s/he has been physically restrained by member of staff but omit to mention that the person was breaking up a playground fight, or preventing the pupil causing damage.

Allegations or concerns made by or on behalf of a child should always be taken seriously and referred to the appropriate personnel and agencies. The protection of pupils from abuse is the responsibility of all staff, and Head teachers should ensure that all staff and pupils are aware of how to report concerns of abuse. (Please refer to section 3 'Recognising and responding to child abuse.')

Children's Act 1989 is the defining legislation for child protection and recognises that the welfare of the child is paramount. If an allegation is made the rights of both the child and member of staff must be considered. However if there is conflict between the two, the child's rights will take precedence.

### **Reporting.**

#### **Action to be taken by a member of staff who hears an allegation from a child or other on behalf of the child.**

All staff have a responsibility to report an allegation if they believe a member of staff is harming or has harmed a child. Children who report to any member of staff they have been abused or harmed by a member of staff must be listened to and taken seriously.

**Staff must immediately inform Head teacher of the concern or allegation.**

**Normally contact around child protection issues have been shared with the designated teacher, however if allegations have been made against staff concerns must be shared with the Head teacher, in case of future disciplinary action. See below for information regarding allegations against the Head teacher.**

Staff must not attempt to investigate the allegation but provide a full written account of what the pupil has said. (See section 3- 'Recognising and responding to child abuse.')

**If the concern or allegation is against the Head teacher, contact should be made with the LEA Schools Support Officer/ HR Manager and the Chair of Governors.**

**Action to be taken by Head teacher/ Chair Of Governors.**

**The Head/ Chair of Governors must not commence any investigations. It is the responsibility of the Police and Social Services Department to investigate allegations of abuse.**

**However** the Head teacher/ Chair of Governors will need to make enquiries to determine whether the allegation may be true. When the Chair of Governors is not within the school setting, an appropriate senior member of staff could do the initial enquiries. The Schools Support Officer for Child Protection could give advice on this. The enquiries should be minimal to establish the facts of the allegation if these were not established or were unclear at the time of the original referral.

- **Was the pupil in school on that day?**
- **Did the pupil have contact with the member of staff?**
- **Have any potential witnesses come forward? (Must not be interviewed.)**

Following confirmation that there was the potential for contact the Head teacher/ Chair of Governors, as appropriate should:

- **Ask for a written account from the member of staff hearing the allegation, signed and dated.**
- **Record any information about times, dates, location and names of potential witnesses.**
- **Consult the School Support and Development Officer for Child Protection- 01325 388838.**
- **If the officer is not available contact can be made with Assistant Director (Inclusion) 01325 388861, or the Manager of HR for Education 01325 388080.**

**Then the Head teacher/ Chair of Governors and the LEA must consider the allegation and the appropriate way forward.**

**Allegation, which calls for an immediate referral to Child Protection agencies (SSD, Police) under the ACPC Darlington Child Protection Procedures.**

This should take place when,

- **The child has suffered, is suffering, or is likely to suffer significant harm. The harm may be of a physical, sexual or emotional nature.**
- **The pupil is alleging that a criminal offence has been committed. Any physical injury to a pupil may constitute a criminal offence of assault and must be treated as a Child Protection referral.**

- **Any allegation of a sexual nature.**
- **Other complaints may also be deemed as Child Protection referrals and therefore each complaint needs to be considered carefully, with advice from the LEA.**

**When an allegation has been referred to and accepted by the Social Services Department and or the Police, a strategy meeting will be arranged.**

#### **Direct referral to the Police.**

Parents or pupils may make a direct referral to the Police regarding a member of staff. The Police will immediately inform/ discuss the case with Social Services, and if it is felt to be an appropriate referral a strategy meeting will be convened. On rare occasions when the allegation is of a serious nature, Police may wish to interview a member of staff before the LEA/ School has advised the member of staff of the allegation.

#### **Strategy Meeting.**

Strategy discussions must take place within 2 working days of the referral. The strategy meeting will be attended by the Head teacher/ Chair of Governors and representatives from Social Services, Police, Health and the LEA. A Team Manager within the Social Services Department will normally chair the strategy discussion. The member of staff, who is the subject of the allegation, will not be invited to attend the meeting. However he or she will be informed of the outcome and whether the matter will be investigated.

#### **Purpose of the strategy meeting.**

- **To consider the risk to the child/ other children.**
- **To gather information.**
- **To determine the need for an investigation and by whom.**
- **To establish a clear action plan with clear timescales.**
- **To ensure staff and pupil(s) receive appropriate support.**
- **To consider the need to inform other relevant agencies.**

**All members of the meeting will balance the welfare of the child (which will remain paramount) and the interests of the member of staff.**

It will not only consider the children directly involved in the allegation but also any other children who could have suffered or are at risk of suffering significant harm. This could include the member of staff's own children.

#### **Possible outcomes from the strategy. Investigating the allegation.**

**4 outcomes from the strategy discussion could arise.**

1. If Child Protection issues are involved, an investigation under Section 47 of the Children Act 1989 will take place. **The local authority has a duty to investigate child welfare concerns.** This will be a joint investigation by Social Services and the Police.
2. There could be a Police investigation regarding a possible criminal act e.g. assaults.

3. Internal disciplinary action. Any internal disciplinary action should be clearly separated from the Child Protection investigation. The Child Protection investigation **must** take preference and no disciplinary action should be commenced without the consent of Police and Social Services Department. The disciplinary investigation should not commence until the outcome of the Child Protection investigation is known.
4. No need for any further action.

Within the strategy meeting it will be discussed whether it is felt appropriate for the member of staff to remain in the school setting. Only a recommendation can be made to the LEA on this, the final decision comes from the LEA and school.

Following the strategy meeting there is a briefing between the school and LEA representatives present. This will take into account the information shared during strategy, it will be decided at this point what will be the most appropriate immediate action for that member of staff. The seriousness of the allegation will be considered alongside any potential risk both to the pupil(s), and to the member of staff if they remain in school.

#### **Risk management agreement.**

In some circumstances a member of staff may continue to work within the school setting under a robust risk management mechanism, devised by the LEA and school. An example of a risk management agreement can be found in the appendix. Whilst on other occasions it may be felt more appropriate for the individual to work away from the school setting whilst investigations take place.

#### **Suspension.**

**A member of staff against whom an allegation is made should not be automatically suspended.** Suspension is not only a traumatic experience for the individual involved but also for their family and all staff.

**A decision to suspend and or take disciplinary action is for the Head teacher/ Governing Body.**

**Suspension should only be considered if;**

**Information received indicates that the member of staff may have committed an act of gross misconduct and/ or  
His continued presence at the school could impede an investigation and/ or  
He/ she could pose a risk to the child/ other children within the setting.**

### **Investigating the allegation.**

#### **Action to be taken during a section 47/ Police investigation.**

Following the strategy meeting a liaison officer will be allocated to support the member of staff. A contact list will be given of useful telephone numbers.

#### **See the following section on support arrangements for staff facing an allegation.**

Close communication is essential between the LEA, Police and Social Services. The School Support and Development Officer for Child Protection is responsible for checking the progress of any investigation. The initial strategy meeting will have determined the need for any further strategy meeting(s) and how the progress of the investigation will be monitored.

If the Police refer the case to the Crown Prosecution Service as a result of an alleged criminal offence being committed by the member of staff and or the matter is placed before the Court, regular contact must be made by the School Support and Development Officer for Child Protection with the Police to check the progress of the case.

#### **Action to be taken if the section 47/ Police investigation closes without charge or CPS decides not to proceed.**

If it is decided that there is no need for further action following a Police/ section 47 investigation the School Support and Development Officer for Child Protection must be informed immediately. A further strategy meeting may be required if the investigation has highlighted professional conduct issues, which may need to be addressed through the internal disciplinary process.

Discussions need to take place between the LEA and school in considering subsequent disciplinary action. If disciplinary action is instigated it needs to follow the procedures adopted by the Governing Body.

**Whatever procedures are followed it is important that investigations are arranged in a way that avoids the repeated interviewing of children or other vulnerable witnesses.**

#### **Reporting cases to the Secretary of State. List 99.**

All cases where a person ceases to work in an education setting on grounds of misconduct or if there are grounds for believing he or she may be unsuitable to work with children, need to be reported to the Secretary of State. Then it will be considered whether to prohibit the person from working with children in the future or place restrictions on their employment in educational establishments. LEAs and educational establishments all have a statutory duty to do this, and to provide relevant information to the Secretary of State.

### **Support for staff during an investigation.**

It has been acknowledged that staff can feel very anxious when an allegation is made against them. They may feel very worried how other colleagues may interpret the situation.

**Any member of staff subject to an allegation should be encouraged to seek advice and support at the earliest opportunity from their professional association or trade union.**

Schools should also be aware that the whole school/ community may be affected by an allegation and possible investigation, and consideration should be given to necessary support strategies to address this.

### **Role of the liaison officer.**

The information below highlights the support mechanisms put in place for staff that have had an allegation made against them. The support will be allocated immediately following the initial strategy meeting.

#### **Role of the case lead officer- Schools Support Officer for Child Protection.**

To lead on and liaise with partner agencies around allegations made against Education staff- in accordance with Local Safeguarding Children Board/ ACPC procedures.

#### **Role of the liaison officer.**

- **To be the single point of contact for the person against whom an allegation has been made.**
- **To make arrangements for contact, to ensure that there is liaison and support for the person against whom an allegation has been made.**
- **To explain procedures and clarify any point within the process, if necessary.**
- **To facilitate access, if necessary, from external bodies i.e. counselling professional associations.**

The liaison officer will be chosen by the case lead officer and the Head teacher and can be any member of staff that is deemed as appropriate at that time- **but will not be the Head teacher or the Designated teacher.**

#### **Head teachers- support arrangements.**

• School Support Officer for Child Protection will be the case lead officer any cases where there is an allegation against a Head teacher.
• School Support Officer for Child Protection will attend all relevant meetings, with HR support.
• School Support officer will brief Assistant Director- Inclusion immediately, who will maintain 'oversight'.
• Director of Children's Services will be informed.
• Liaison officer will be allocated immediately after the strategy meeting. Liaison officers are at Assistant Director level and will be the point of contact for the Head teacher until investigation/ process is complete.
• Liaison officers have been appropriately trained.

### **Deputy/ Assistant Head- Support arrangements.**

<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will be the case lead officer for any cases where an allegation has been made against a Deputy/ Assistant Head.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will attend all relevant meetings with HR support.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will brief Assistant Director- Inclusion who will maintain 'oversight'.</li></ul>
<ul style="list-style-type: none"><li>• Liaison officer will be allocated immediately after the strategy meeting. Liaison officers are at Assistant Director level and will be the point of contact for the Deputy/ Assistant Head until investigation/ process is complete.</li></ul>
<ul style="list-style-type: none"><li>• Liaison officers have been appropriately trained.</li></ul>

### **Other staff in school.**

<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will be the case lead officer for any cases where an allegation has been made against a member of staff.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will attend all relevant meetings, with HR support.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will inform Assistant Director- Inclusion.</li></ul>
<ul style="list-style-type: none"><li>• School to identify 'liaison officer' immediately after strategy, who will be the point of contact for the member of staff until investigation/ process is complete.</li></ul>
<ul style="list-style-type: none"><li>• Schools Support Officer for Child Protection to develop training for school liaison officers.</li></ul>

### **LEA staff.**

<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will be the case lead officer for any cases where there has been an allegation made against an employee of the Education Department.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will attend all relevant meetings, with HR support.</li></ul>
<ul style="list-style-type: none"><li>• School Support Officer for Child Protection will brief Assistant Director- Inclusion who will maintain 'oversight'.</li></ul>
<ul style="list-style-type: none"><li>• Director of Children's Services will be informed.</li></ul>
<ul style="list-style-type: none"><li>• Liaison officers will be allocated immediately after strategy. Liaison officers are Heads of Service and Assistant Directors.</li></ul>

### **Returning to work.**

At the end of the external and or internal investigations the member of staff may be in the position of returning to work. Notification of this will come from either the allocated liaison officer and or the Head teacher/ Chair of Governors. Arrangements should be made for a supported return to work. The liaison officer may wish to consider the further need for counselling, guidance and support, reassurance to rebuild confidence. Any concerns that the liaison officer may have with regards to the individual returning to work, will need to be shared.

### **Keeping of records.**

Key documents relating to an investigation, including the outcome must be retained in a secure place by the school and or the LEA. Other agencies, if involved, will maintain



their own records. It would be advisable for all liaison officers to log their contact with individual members of staff.

# **DRAFT POLICY AND GUIDANCE**

## **SECTION 6.**

### **GOOD PRACTICE. THE SAFE SCHOOL.**

- 1. Policy development.**
- 2. Staff's knowledge and understanding.**
- 3. Communicating with parents about sensitive issues.**
- 4. Communicating with children about concerns.**
- 5. How well is your school addressing section 175?**
- 6. Internet and child protection.**

## **Section 6.**

### **Good Practice. 'The Safe School.'**

**This section looks at important areas that should be considered when we are involved in the creation of 'safe schools'. Schools where there is evidence of good practice in safeguarding and promoting the welfare of all pupils. Schools where child protection issues are dealt with efficiently, and hence environments where all young people and staff are safe.**

**The areas discussed in this section include;**

- 1. Policy development.**
- 2. Staff's knowledge and understanding.**
- 3. Communicating with parents about sensitive issues.**
- 4. Communicating with children about concerns.**
- 5. How well is your school addressing section 175?**
- 6. Internet and child protection.**
- 7. A checklist for school governors.**

#### **1. Policy development.**

To aid all education establishments the LEA have developed a model policy for schools to consider adopting. Copy of this is included in the appendix.

The school's Child Protection Policy cannot or should not stand alone, but should form an integral part of a related set of policies and guidance. It should be considered alongside

- Staff recruitment policy and induction arrangements.
- Health and safety.
- Anti-bullying.
- Behaviour and discipline.
- Use of Restrictive Physical Intervention (RPI) in schools.
- Physical contact with pupils.
- Personal, social and health education.
- Special educational needs.
- Sex education.
- Drugs education.
- Pastoral care policy.

#### **Policy dissemination.**

All members of staff, teaching and non-teaching should be aware of the school's Child Protection policy and the LEA's Child Protection handbook.

All other adults who provide services for the pupils, or who come into contact with children in the school should receive a copy of the policy and time should be taken to explain in detail implications that the policy has for their work.

All parents/ carers should know about the Child Protection policy and its importance for school staff and children. It is advisable that information should be disseminated as part of a wider briefing for parents/ carers on the work of the school.

The school brochure should contain a statement about the school's stance on Child Protection, a possible statement that could be used is included within the appendix.

Probably the most suitable location would be a section where Health and Safety matters are dealt with.

## **2. Staff's knowledge and understanding.**

Please refer to section 1 of the handbook, which looks at individual's roles and responsibilities.

### **All staff that work in the education setting during the hours in which pupils are on the premises need to know.**

- Who the Designated Teacher is and who will carry out his/her responsibilities if he/she is unavailable or is the subject of the complaint.
- How to talk with children in an appropriate way.
- How to identify the signs and indicators of possible abuse.
- Where the school's relevant Child Protection Policy and Procedures are, where they are kept, and in particular, what the reporting procedures are.
- What to do if an allegation is made against yourself or a colleague including the Head teacher.

### **All school staff should.**

- Listen and respond to children with care and respect.
- Safeguard and promote the welfare of all children in their care.
- Observe the children they teach, including their behaviour.
- If staff instinctively feel something is wrong staff should not ignore their feelings.
- Promptly discuss concerns and pass on information to the designated senior person (staff should not sit on a concern until the end of the day/ week.)
- Monitor and keep records in line with Local Safeguarding Children Board/ACPC/ LEA/ school procedures.
- Provide information and reports for Child Protection Conferences if requested to do so.
- Be aware of their behaviour, ensure it is appropriate, in order to protect children and themselves.
- Work with their colleagues and develop a positive protective ethos and school curriculum that helps to safeguard children.

### **3. Communicating with parents about sensitive issues.**

#### **Parental permission.**

A teacher who considers a child to be at risk of 'significant harm' and/ or 'in need' should share the concern with the designated senior person. He or she will decide whether or not parental permission is required prior to making a referral to Social Service, advice can be given by Social Services or the School Support and Development Officer for Child Protection, if there is any uncertainty.

Before Social Services staff are able to undertake an assessment under section 17 of the Children Act 1989 (Child in Need), parents have to give their agreement. Because of this Social Services will ask if anyone making a referral for 'a child in need' has obtained parental permission for the referral and, if this has not happened they will be asked to do so.

**However** parental permission is not needed before a referral is made to Social Services under section 47 of the Children Act 1989 ('a child in need of protection'). However, it is good practice to have informed parents that such a referral is being made unless to do so might put the child at greater risk or might prejudice any subsequent investigation. (Refer to section 3 'Recognising and responding to child abuse.')

#### **The following phrases and responses may be useful when communicating with parents about sensitive issues.**

- I'm glad you came...
- I'm concerned about \_\_\_\_\_ because...
- Could you tell me a bit more about this...
- Is there anything we can do to support you, it seems...
- I can see you are feeling....
- Would you find it helpful to talk to \_\_\_\_\_ the Head teacher about this....
- I think it is important that you speak to the Head teacher/ designated senior person. I will tell them what you have said and ask them to contact you as soon as they are in school....
- What you have said is very serious. I know this will be difficult for you but I have to inform \_\_\_\_\_ because....

#### **Also remember.**

- Use language that can be understood by everybody- avoid jargon.
- Acknowledge feelings- imagine how you might feel in the other person's situation.
- Report observations accurately- do not interpret or make judgements. Stick with professional comments; avoid being personal or judgmental.
- The purpose of speaking with parents is to gather information, listen and be open about your concerns- it is not your job to investigate.
- You may be worried that talking to parents or passing your concerns will jeopardise your important relationship with them. This can be true but most parents would prefer to hear about concerns, and any referral to Social Services, directly from the school.
- The child's welfare must be your paramount consideration.
- If you are concerned about possible child abuse, seek the advice and support of the designated senior person before starting a conversation. The designated

senior person may want to be involved or advise you against a particular course of action.

#### **4.Communicating with children about concerns.**

##### **Openings.**

Young people may begin to communicate by saying such things as:

- Can I tell you a secret?
- Can I come and see you?
- Can I talk to you about homework? (to open up a dialogue).

Or by

- Making a direct statement (e.g. 'My uncle hits me').

Or

- Through drawings, behaviour or play.
- By asking someone else to communicate with you on their behalf- a friend, or an interpreter.

**Be aware of the context in which a statement or request is made and the behaviour being displayed by the young person.**

Teachers may want to respond by saying such things as:

- What has happened?
- You have been rather \_\_\_\_\_, is there anything worrying you?
- What's making you: - sad/ unhappy – angry – cry?

**Work at creating a context in which you and the young person can comfortably talk. This may also be about using circle time or PHSE time to enable the child to communicate about their fears.**

##### **Responses.**

Young people may respond in a variety of ways if they feel under the spotlight, distressed or want to avoid a particular topic. Responses include:

- Say nothing and become very withdrawn.
- Shouting and swearing.
- Physical/ violent responses, e.g. throwing books, chairs, banging doors.
- Rocking
- Self-harm, e.g. picking spots, sores.

##### **Leaving it open.**

You may feel that the conversation or other form of communication is not progressing.

Don't start interrogating- instead you may want to leave things open by saying:

If you don't want to talk now remember we can talk again; any time, at a specified time, I'm free Tuesday lunch times, I'm always here every...

You might want to talk to \_\_\_\_\_ (another colleague/ school counsellor/ mentor/ personal adviser).

What you're saying is really important.

**Remember to bear in mind children can get distressed by many different things.**

##### **Endings.**

As a conversation is coming to an end you may want to conclude by saying:

Have you tried to anyone else about this?

Have you told your mum/dad/carer?

We are probably going to need to talk to your mum/dad/carer about this (if consent is needed for sharing information).

Now that I've seen this/ You've told me/ We've talked about this- I have to...



I'm going to do 1,2,3 and will tell you...

(If a young person asks what's going to happen next. If you are unsure you could say) I don't exactly know but I'll go away and find out then tell you.

Or

By letting a child know they can come back to finish what they have been trying to say, through play, drawing or an interpreter.

**You may feel a need to reassure but be careful about saying 'it's going to be alright' because this may not be the case.**

## **5.How well is your school addressing section 175?**

Section 175 of the Education Act 2002 introduces new statutory duties for schools, governing bodies and local education authorities. Assess how much progress your setting has made in developing a child protection ethos and in fulfilling the requirements of the legislation that came into effect June 2004, by identifying which of the statement below best describes your school. Level 1 is the least prepared, progressing to level 4 which is what you should be aiming towards.

### **Statutory requirements are that each school should have the following in place:**

- Written child protection policy that has been agreed with the governing body.
- Named designated senior person in post.
- All of the governing body is aware of their role with regards to child protection.
- Child protection procedures are in place.
- There is training at an appropriate level for all staff.

If the setting is scoring mostly Level 1 you need to make your child protection planning a priority, your next Ofsted inspection will be critical of the gaps. Support and advice should be sought from the School Support and Development Officer for Child Protection.

### **Section 175 checklist.**

#### **School ethos.**

- 1.The school ethos is not inclusive of child protection issues, child protection work is not given a high priority, school holds the view that their responsibility is to help children succeed through the curriculum.
- 2.The school holds a growing recognition of the importance of child protection issues and is actively seeking advice on how to develop a child protection ethos.
- 3.The school has started to develop their child protection ethos, re-looking at other school policies to ensure they are in line with child protection.
- 4.Child protection is integral to the ethos of the school and can be demonstrated throughout all aspects of the school's day-to-day life.

#### **Child protection policy.**

- 1.The school hasn't written a child protection policy.
- 2.The school has a child protection policy but it needs updating.
- 3.The school has a child protection policy that is up to date but not effective in that not all staff are aware of it.
- 4.The school has an up to date written policy that has been agreed with staff and governing body.

#### **Designated senior person.**

- 1.Designated senior person role is not established
- 2.The role of designated senior person is established and the school is in process of looking at the developmental needs of the role.
- 3.Role is established and the designated senior person and staff understand the role.

4.Designated senior person is given time to develop the role, attend training and carry out responsibilities.

### **Training.**

- 1.The designated senior person has not attended training.
- 2.The designated senior person has attended training but not in the last two years.
- 3.The designated senior person has received training in the last two years, other members of staff have not been offered training.
- 4.The designated senior person has received training in the last two years, and all other staff have received basic awareness training.

### **Child protection procedures.**

- 1.Procedures are in place but known only by the designated senior person.
- 2.Procedures are in place but only the designated senior person and the senior management team know about them.
- 3.All teaching staff are aware of the established child protection procedures.
- 4.All staff and regular visitors know the established procedures.

### **Effectiveness of procedures.**

- 1.Although procedures are in place other policies and procedures contradict them.
- 2.The school has made a start on re-looking at other policies/ procedures that need to be in line with child protection.
- 3/ 4.Other policies and procedures support the child protection policy. For instance, anti-bullying, use of restrictive physical intervention (RPI), discipline, health and safety, sex education, complaints, use of the internet.

### **In the absence of the designated senior person.**

- 1.Staff are not aware who they should take their concerns to if the designated senior person is absent.
- 2.A person has been identified as the deputy designated senior person but they have not received training.
- 3/ 4. All staff know who to report concerns to when the designated senior person is absent and the deputy designated senior person has received training appropriate to the role.

### **Curriculum.**

- 1.The school does not view child protection as having a place in the curriculum.
- 2.The school is seeking advice about how to develop opportunities for child protection work within the curriculum.
- 3/ 4.Children are encouraged to talk about feelings and the curriculum provides opportunities for children to explore keeping safe strategies.

### **Status of child protection ethos when recruiting staff.**

- 1/ 2.Recruitment and selection processes do not take account of a child protection ethos.

3. Recruitment and selection processes are being reviewed with child protection ethos in mind.
4. Child protection is taken seriously when recruiting and selecting staff.

**Code of conduct.**

- 1/2. There isn't a code of conduct for staff.
3. A code of conduct exists for some staff groups but needs widening to incorporate all disciplines of staff.
4. There is a code of conduct for all staff and visitors and volunteers who come into school.

**Procedures on how to manage allegations of abuse made against staff.**

1. The senior management team are not aware of procedures on how to manage allegations of abuse against staff.
2. The senior management team are aware of procedures to manage allegations against staff.
3. Procedures for the management of allegations against staff are understood by the senior management team and the governing body.
4. Procedures for the management of the allegations against staff are understood by the senior management team, the governing body and all members of staff.

## **6.Internet and child protection.**

It is well known that paedophiles can use the internet as a means through which they can contact and abuse children and young people.

The internet can be used as

- **A vehicle for the dissemination and trade of child pornographic images.**
- **A communication tool for those with a sexual interest in children to contact, meet and potentially abuse children.**

**There are potential risks with children using the internet in schools, this section hopes to address some potential issues.**

**False information.** Children within schools need to be taught to understand the unregulated nature of the internet, and develop critical skills which help them to evaluate the content. Via the internet children can quickly access information which may be inaccurate, strongly biased, or incorrect.

**Acceptable use policies.** Schools should look at an 'acceptable use' policy being in place to ensure pupils use the internet safely and appropriately. There is useful information about this on the DfES Superhighway Safety site [www.ngfl.gov.uk](http://www.ngfl.gov.uk)

**School websites.** Schools have experienced confusion and concern about what to include on school websites with regards to school photographs, names and contact details for both pupils and staff.

Be cautious when placing photographs of pupils on websites, and bear in mind that you will have to obtain parental consent to do this. Consider asking pupils to provide illustrations or other content that can be added to a site to liven it up.

**Curriculum content.** Range of websites that offer internet safety material that can be used for lessons.

Internet proficiency scheme [www.ngfl.gov.uk](http://www.ngfl.gov.uk)

For Kids by Kids Online [www.fkbko.net](http://www.fkbko.net)

**Networking and security issues.** Schools are generally aware of the need for network solutions to provide both filtering against harmful and inappropriate material. If schools do not have a dedicated technician, advice and support could come from the e-learning centre.

**Bullying.** Research conducted by the children' charity NCH in 2002 found that one in four children had been bullied or threatened over the internet or through their mobile phones. Pupils need to realise that sending abusive text messages or emails, or being nasty to people in chat rooms is no different to bullying someone in the playground. Pupils should be aware that if they feel they are receiving bullying text messages or emails, they should save them and show them to an adult.

## **7.A checklist for school governors.**

### **Designated senior person for child protection.**

- Do you know who the designated senior person is for child protection in your school?
- When were they last trained?
- Who deputises when the designated senior person is not available?

### **Information to staff.**

- Does the school have a child protection policy?
- Is the school child protection policy reviewed annually?
- Does the school staff handbook include information about the child protection policy and procedures and who to contact in the school?
- How do staff and adults in the school learn about child protection and the school's child protection procedures/

### **Pupils.**

- Is the ethos of your school one in which children and young people are always valued, respected, listened to and taken seriously?
- Do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?
- Is appropriate support available to children and young people, including any who are at particular risk or who have disclosed abuse?

### **Record keeping.**

- Is there an established system for recording confidential child protection information?
- Are all staff fully aware that they may from time to time be required to monitor particular pupils with regard to child protection concerns?
- How does the school ensure that confidential child protection information on a pupil is transferred when the pupil transfers to or from another school?

### **Information to parents.**

- Does the school include in the prospectus information for parents about the school's role in child protection?

### **Curriculum.**

- How does the school promote child protection and the safeguarding of children through the National Curriculum? (ie issues of personal safety, self-esteem, bullying, relationships and sex education, access to the internet etc.)

### **Child protection conferences.**

- Who from the school attends child protection conferences?
- What arrangements are in place for cover when staff attend child protection conferences?

### **Governors.**

- Does the designated senior person for child protection make an annual report on child protection to the Governing Body covering changes to child protection policy/ procedures, training undertaken by the designated senior person, other staff and governors and the place of child protection issues in the school curriculum?

**DRAFT POLICY AND GUIDANCE  
APPENDIX.**

- 1. INITIAL INFORMATION RECORD- CHILD IN NEED REFERRAL FORM.**
- 2. TEMPLATE FOR REPORT FOR CHILD PROTECTION CONFERENCE.**
- 3. TEMPLATE FOR MONITORING FORM.**
- 4. BRIEF OUTLINE OF CHILD PROTECTION PROCEDURES FOR VOLUNTEERS/ TEMPORARY STAFF (SECTION 5).**
- 5. CODE OF BEHAVIOUR FOR VOLUNTEERS/ TEMPORARY STAFF (SECTION 5).**
- 6. MODEL CHILD PROTECTION POLICY.**
- 7. STATEMENT FOR PROSPECTUS/ BROCHURE.**
- 8. RISK MANAGEMENT AGREEMENT.**
- 9. SECTION 175 CHECKLIST.**

**1. Initial information record- Child in need referral form.**

**REFERRAL AND INITIAL INFORMATION RECORD**

**To Be Used By All Agencies**

SSD Case Numbers			
Is the parent/carer aware of the referral?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Re-referral <input type="checkbox"/>
Is the child aware of the referral?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<b>Child/Young Person's name, address and responsible Local Authority</b>		
Family	Also Known as:	
Forenames	Dob	Gender
Address		
Postcode	Tel: 485979	
Current address if different from above		
Postcode	Tel:	
Previous address		
Postcode	Tel:	
Responsible Local Authority		

<b>Child/Young Person's Principal Carers</b>		
Name	Relationship to child/young person	Parental Responsibility
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>

Referred by	Agency/rel. to child/young person CCh	
Address		
Postcode	Tel:	Date of Referral:

Child/young person's religion		Child/young person's ethnicity			
Caribbean <input type="checkbox"/>	Indian <input type="checkbox"/>	White British <input type="checkbox"/>	White & Black Caribbean <input type="checkbox"/>	Chinese <input type="checkbox"/>	
African <input type="checkbox"/>	Pakistani <input type="checkbox"/>	White Irish <input type="checkbox"/>	White & Black African <input type="checkbox"/>	Any other ethnic group <input type="checkbox"/>	
Any other Black background <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	Any other White Background <input type="checkbox"/>	White and Asian <input type="checkbox"/>	Not given <input type="checkbox"/>	
Any other Asian background <input type="checkbox"/>		Any other Mixed background <input type="checkbox"/>			
If other, please specify	Child's first language	Parent(s) first language			
Is an interpreter or signer required? Yes <input type="checkbox"/> No <input type="checkbox"/>		Has this been arranged? Yes <input type="checkbox"/> No <input type="checkbox"/>			

<b>Other household members (including non-family members)</b>				
Surname	Forename	DoB	Nursery/School	Relationship to child



**Significant family members who are not members of child's household**

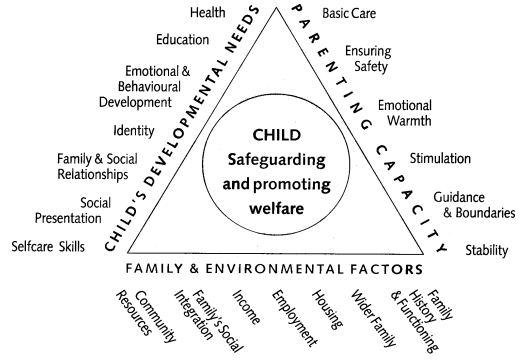
Name	Name
Relationship	Relationship
Address	Address
Tel:	Tel:

**Information on statutory status**

	Yes	No	Please give details
Child/young person or other child(ren)/young person(s) in family is/has been on a disability register			Name Date(s)
Child/young person or other child(ren)/young person(s) in	<input type="checkbox"/>	<input type="checkbox"/>	Name Date(s) Category
Child/young person or other family member(s) has/have	<input type="checkbox"/>	<input type="checkbox"/>	Name Date(s)

**Reason for referral/request for services:**  
**Identify strengths as well as needs**  
**Considering: Parenting capacity, child development, Family and environmental factors**

**What supports are currently in place**



**Key agencies** (please tick if currently working with the family)

G.P.	<input type="checkbox"/>	Tel:	E.W.O.	<input type="checkbox"/>	Tel:
School Nurse	<input type="checkbox"/>	Tel:	Police	<input type="checkbox"/>	Tel:
Community Paediatrician	<input type="checkbox"/>	Tel:	Community Mental Health	<input type="checkbox"/>	Tel:
Dentist	<input type="checkbox"/>	Tel:	Other S.S.D.	<input type="checkbox"/>	Tel:
School	<input type="checkbox"/>	Tel:	YOT	<input type="checkbox"/>	Tel:
Nursery	<input type="checkbox"/>	Tel:	Other	<input type="checkbox"/>	Tel:
Education Psychologist	<input type="checkbox"/>	Tel:		<input type="checkbox"/>	Tel:

Signature of child: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of parent: \_\_\_\_\_ Date: \_\_\_\_\_

Name of worker completing this referral : \_\_\_\_\_ Date: \_\_\_\_\_  
 Agency: \_\_\_\_\_

SSD Receiving Worker: \_\_\_\_\_ Date: \_\_\_\_\_  
 Team: \_\_\_\_\_  
 Time: \_\_\_\_\_

<b><u>SOCIAL SERVICES</u></b>	
Provision of information and advice <input type="checkbox"/>	Referral to other agencies (please state which) <input type="checkbox"/>
Initial assessment (to be completed within 7 working days) <input type="checkbox"/>	No further action <input type="checkbox"/>
Initial Assessment Child Protection Section 47 <input type="checkbox"/>	Information Only <input type="checkbox"/>
<b>Allocation Date:</b>	<b>Signature of Manager</b>
<b>Worker Name:</b>	
<b>NFA Date:</b>	

**2.Template for report for child protection conference.**

**Child(ren's) name and address.**

**Date(s) of birth.**

**Name of parents.**

**School.**

**Name of class teacher(s).**

**LAC. YES/ NO.**

**SEN.**

**Child(ren's) academic progress.**

**Child(ren's) behaviour in school/ interaction with others.**

**Contact with parents/ carers and other professionals.**

**Further concerns that the school may have.**

**Name of person completing the report.**

**Date.**

**3.Template for monitoring form.**

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth</b>	
<b>Address</b>	
<b>Tel No</b>	
<b>Parent/ carer</b>	
<b>Note of incident/ concern</b>	
<b>Signed</b>	
<b>Date</b>	

#### **4. Brief outline of child protection procedures for volunteers/ temporary staff.**

##### **If you suspect or are concerned that child/ young person is being abused:**

- Immediately tell the designated senior person for child protection.
- Within this school it is.....(complete for each school)
- If he/she is not available contact ..... (complete for each school)
- Record the FACTS as you know them and give a copy to the designated senior person for child protection.

##### **If a child/ young person tells you that he/she is being abused by someone else:**

- Allow him/her to speak without interruption, accepting what is said.
- Advise him/her that you will try to offer support but that you **MUST** pass the information on to the designated senior person for child protection.
- Record the facts as you know them, including the account given to you by the young person and give a copy to the designated senior person for child protection.
- If you find yourself in a situation where you feel uncomfortable or compromised tell a senior member of staff immediately.

##### **If you receive an allegation about any adult or about yourself:**

- Immediately tell the designated senior person for child protection.
- Record the facts as you know them and give a copy to the designated senior person for child protection.

Remember that, in this situation, you are accepted as a staff member, and as such must ensure that you keep a professional distance from the children/ young people at all times.

## **5.Code of behaviour for volunteers/ temporary staff.**

**Do** treat everyone with respect.

**Do** provide an example you wish others to follow.

**Do** plan activities so that they involve more than one person or are at least are in sight and hearing of others.

**Do** respect a young person's right to personal privacy.

**Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like and provide a caring atmosphere.

**Do** maintain a healthy adult lifestyle, ie act as an appropriate role model.

**Do** remember that someone else might misinterpret your actions no matter how well intentioned.

**Do not** permit abusive youth peer activities (eg ridiculing, bullying etc.)

**Do not** play physical contact games with young people.

**Do not** physically reprimand a child or young person whatever the provocation.

**Do not** use inappropriate physical or verbal banter with others.

**Do not** jump to conclusions without checking facts.

**Do not** make suggestive remarks or gestures or tell jokes of a sexual nature.

## **6. Model child protection policy.**

### **1. Purpose of a Child Protection Policy.**

1.1. This is a whole- school child protection policy which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.

(Name of school) is committed to the development of good practice and sound procedures. To ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

### **2. Introduction.**

2.1. Our school fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our child protection policy.

- a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils.)
- b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.)
- c) Support (to pupils and school staff and to children who may have been abused.)

**This policy applies to all pupils, staff, governors and visitors to (Name of school).**

### **3. School commitment.**

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities which equip pupils with skills they need to stay safe from abuse.
- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.



#### **4. Framework.**

##### **4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children.**

The development of appropriate procedures and the monitoring of good practice is the responsibility of Darlington Area Child Protection Committee/ Local Safeguarding Children Board.

#### **5. Roles and responsibilities.**

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LEA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

5.2. It is the role of the senior designated person to ensure the area child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given.

Additionally, it is their role to ensure all staff employed within the school are aware of the school's internal procedures, to offer advice and support to staff.

5.3. It is the role and responsibility of the governors to ensure that the school has an effective policy, that area child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situation to ensure confidentiality is not breached.

5.4. LEA- School Support and Development Officer for Child Protection provides advice, support and training to the school and to the senior designated person for child protection.

#### **6. Procedures.**

##### **6.1. We will follow the procedures set out in the document produced by Darlington Area Child Protection Committee and additionally the Education Guidance regarding Child Protection.**

- Staff are kept informed about child protection procedures, through inductions, briefings and awareness training.
- Other adults in the school rarely work unsupervised. However, should there be a need for this (eg visiting peripatetic teachers,) the Head teacher/ designated senior person will ensure they are aware of the school's policy and the named person to whom they should raise concerns.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures.

#### **7. Training and support.**

**7.1. Our school will ensure that the senior designated person attends training relevant to their role. All staff will undertake awareness raising training under their induction into the school and periodically to refresh and update their knowledge and understanding. Support will be available**

**for staff from the senior designated person in the first instance, and from other members of the school's management team where there concerns or queries about child protection.**

## **8. Professional confidentiality.**

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, as where there is a child protection concern this must be reported to the senior designated person and may require further investigations by appropriate authorities. Promising confidentiality would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

The senior designated person will invoke the local agreed guidelines and procedures, where there is a cause for concern.

Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

## **9. Records and monitoring.**

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

A record will be made of the concern raised and action taken. These records are kept in a confidential file, which is separate to other files. Records must also be kept of any pupil who is being monitored for child protection reasons.

If a pupil transfers from the school their file will be forwarded to the pupil's new school marked confidential and for the attention of the receiving school's named child protection person.

## **10. Attendance at Child Protection Conferences.**

10.1. The senior designated person or other relevant staff (class teacher) will aim to attend child protection conferences when called in respect of a pupil. A report should also be completed for conference, the report should indicate any concerns that the school may have, the pupil's attendance, attainment and contact that might have been made with parents/ carers or professionals.

## **11. Supporting pupils at risk.**

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only secure, stable and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging.

11.2 This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.

- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- d) Regular liaison with other professionals and agencies who support the pupils and their families.
- e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.2. This policy should be considered alongside other related policies in school.

(These can include;

the policy of PSHE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our pupils, the policy for management of pupils' behaviour, the policy for the use of restrictive physical intervention (RPI) and the health and safety policy.)

## **9. Safe school, safe staff.**

12.1. Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil. All staff should ensure the privacy and dignity of all pupils, especially during the routines of personal care of our pupils.

12.2. School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

12.3. All staff are required to complete a criminal record bureau (CRB) check, prior to taking up appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.

## **7.Statement for prospectus/ brochure.**

*This is an example of statement that could be included within a school brochure, it may need adapting according to the needs of individual schools.*

**It may be helpful for parents to know that there is a legal duty placed on schools to report any obvious or suspected cases of child abuse- which includes non-accidental injury, severe physical neglect, emotional abuse and/ or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry.**

**This could mean that schools risk upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for schools to carry out this delicate responsibility, would accept that the school was acting in what was believed to be in the child's best interests.**

**8. Risk management agreement.**

*This is an example of a risk management plan that may be completed as agreed within a strategy meeting, following an allegation being made against a member of staff. This is an overview and will need to be adapted according to individual circumstances. Copies will be sent to Police and Social Services.*

**Strategy meeting (date).  
School- Risk management plan.**

**Proposal.**

That Mr X be allowed to continue to teach whilst the Child Protection investigation takes place, provided that the school puts in place the following Risk management plan.

The school will ensure that there will be no contact between the student and Mr X.

(Name of Head) will try to ensure there will be no one-to-one contact between Mr X and the student or other students.

During the investigation Mr X and the student are instructed not to discuss the matter with students or staff apart from, in Mr X's case, his professional association.

The school will intervene immediately, in Mrs X's interests, should parents, siblings or other students attempt to become involved in issues.

(Name of Head) will closely monitor the welfare of the child during the period of investigation.

(Name of liaison officer) will be asked to support Mr X during the period of the investigation and to report to (name of Head) any concerns relating to Mr X's welfare.

If a further incident is reported during this period of investigation or information from the student suggests a greater risk then this risk management plan will be reconsidered.

..... (Head teacher)

..... (Mr X)

## **9. Section 175 checklist.**

Section 175 of the Education Act 2002 introduces new statutory duties for schools, governing bodies and local education authorities. Assess how much progress your setting has made in developing a child protection ethos and in fulfilling the requirements of the legislation that came into effect June 2004, by identifying which of the statement below best describes your school. Level 1 is the least prepared, progressing to level 4 which is what you should be aiming towards.

### **Statutory requirements are that each school should have the following in place:**

- Written child protection policy that has been agreed with the governing body.
- Named designated senior person in post.
- All of the governing body is aware of their role with regards to child protection.
- Child protection procedures are in place.
- There is training at an appropriate level for all staff.

If the setting is scoring mostly Level 1 you need to make your child protection planning a priority, your next Ofsted inspection will be critical of the gaps. Support and advice should be sought from the School Support and Development Officer for Child Protection.

### **Section 175 checklist.**

#### **School ethos.**

1. The school ethos is not inclusive of child protection issues, child protection work is not given a high priority, school holds the view that their responsibility is to help children succeed through the curriculum.
2. The school holds a growing recognition of the importance of child protection issues and is actively seeking advice on how to develop a child protection ethos.
3. The school has started to develop their child protection ethos, re-looking at other school policies to ensure they are in line with child protection.
4. Child protection is integral to the ethos of the school and can be demonstrated throughout all aspects of the school's day-to-day life.

#### **Child protection policy.**

1. The school hasn't written a child protection policy.
2. The school has a child protection policy but it needs updating.

3. The school has a child protection policy that is up to date but not effective in that not all staff are aware of it.
4. The school has an up to date written policy that has been agreed with staff and governing body.

### **Designated senior person.**

1. Designated senior person role is not established
2. The role of designated senior person is established and the school is in process of looking at the developmental needs of the role.
3. Role is established and the designated senior person and staff understand the role.
4. Designated senior person is given time to develop the role, attend training and carry out responsibilities.

### **Training.**

1. The designated senior person has not attended training.
2. The designated senior person has attended training but not in the last two years.
3. The designated senior person has received training in the last two years, other members of staff have not been offered training.
4. The designated senior person has received training in the last two years, and all other staff have received basic awareness training.

### **Child protection procedures.**

1. Procedures are in place but known only by the designated senior person.
2. Procedures are in place but only the designated senior person and the senior management team know about them.
3. All teaching staff are aware of the established child protection procedures.
4. All staff and regular visitors know the established procedures.

### **Effectiveness of procedures.**

1. Although procedures are in place other policies and procedures contradict them.
2. The school has made a start on re-looking at other policies/ procedures that need to be in line with child protection.
- 3/ 4. Other policies and procedures support the child protection policy. For instance, anti-bullying, use of restrictive physical intervention (RPI), discipline, health and safety, sex education, complaints, use of the internet.

### **In the absence of the designated senior person.**

1. Staff are not aware who they should take their concerns to if the designated senior person is absent.
2. A person has been identified as the deputy designated senior person but they have not received training.
- 3/ 4. All staff know who to report concerns to when the designated senior person is absent and the deputy designated senior person has received training appropriate to the role.

### **Curriculum.**

1. The school does not view child protection as having a place in the curriculum.
2. The school is seeking advice about how to develop opportunities for child protection work within the curriculum.
- 3/ 4. Children are encouraged to talk about feelings and the curriculum provides opportunities for children to explore keeping safe strategies.

### **Status of child protection ethos when recruiting staff.**

- 1/ 2. Recruitment and selection processes do not take account of a child protection ethos.
3. Recruitment and selection processes are being reviewed with child protection ethos in mind.
4. Child protection is taken seriously when recruiting and selecting staff.

### **Code of conduct.**

- 1/2. There isn't a code of conduct for staff.
1. A code of conduct exists for some staff groups but needs widening to incorporate all disciplines of staff.
2. There is a code of conduct for all staff and visitors and volunteers who come into school.

### **Procedures on how to manage allegations of abuse made against staff.**

1. The senior management team are not aware of procedures on how to manage allegations of abuse against staff.
2. The senior management team are aware of procedures to manage allegations against staff.
3. Procedures for the management of allegations against staff are understood by the senior management team and the governing body.
4. Procedures for the management of the allegations against staff are understood by the senior management team, the governing body and all members of staff.



## Useful information and websites.

ACPC. This site offers information about area child protection committees, their organisation, roles and responsibilities.

[www.acpc.gov.uk](http://www.acpc.gov.uk)

Barnardo's Young Men's Project Site offers support and services to young men and boys who are at risk of sexual exploitation through prostitution.

[www.barnardos.org.uk/youngmens](http://www.barnardos.org.uk/youngmens)

Childline. Research shows a disturbing increase in calls from children and young people calling the charity helpline because they are self harming. Almost 4,300 children and young people spoke to Childline counsellors regarding self-harming issues April 2003-March 2004.

[www.childline.org.uk/selfharmrelease.asp](http://www.childline.org.uk/selfharmrelease.asp)

CRB checks. This site gives information on CRB checks. A range of leaflets and forms can be downloaded.

[www.disclosure.gov.uk](http://www.disclosure.gov.uk)

Domestic violence.

National Domestic Violence Helpline 0808 2000247

[www.womensaid.org.uk](http://www.womensaid.org.uk) Lots of useful information and links for domestic violence issues.

Every Child Matters (2003)

[www.dfes.gov.uk.evrychildmatters](http://www.dfes.gov.uk.evrychildmatters)

Every Child Matters: Change for Children in Schools.

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Part of a series of papers that break down the main body of 'Every Child Matters: Change for Children'. This paper aims to identify more clearly the role of schools in respect of the five outcomes.

Framework for the Assessment of Children in Need and their Families (2000)

[www.doh.gov.uk/qualityprotects/work\\_pro/project\\_3.htm](http://www.doh.gov.uk/qualityprotects/work_pro/project_3.htm)

Internet safety. DfES Superhighway Safety site. [www.safety.ngfl.gov.uk](http://www.safety.ngfl.gov.uk)  
Lots of useful internet safety advice and useful for downloading template parental permission letters for use of the internet

[www.ackworth.w-yorks.sch.uk/aup.html](http://www.ackworth.w-yorks.sch.uk/aup.html)

[www.ambleweb.digitalbrain.com/ambleweb/ambleweb/ourrules](http://www.ambleweb.digitalbrain.com/ambleweb/ambleweb/ourrules)

[www.harrington.cumbria.sch.uk/policies/ict\\_policies.pdf](http://www.harrington.cumbria.sch.uk/policies/ict_policies.pdf)

[www.kes.hants.sch.uk/it/rules](http://www.kes.hants.sch.uk/it/rules)

[www.webschool.org.uk/aup.htm](http://www.webschool.org.uk/aup.htm)

[www.trinity.manchstr.sch.uk/inform/aupinfo.htm](http://www.trinity.manchstr.sch.uk/inform/aupinfo.htm)

[www.kented.org.uk/ngfl/policy.html](http://www.kented.org.uk/ngfl/policy.html)

All these school-based sites offer useful examples of internet safety policies and some include home-school agreement contracts.

The cybercafe is an integral part of the Internet Proficiency Scheme developed to help teachers educate children on staying safe on the internet. The scheme has been developed by Becta, the DfES and QCA and aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies.

[www.gridclub.com/have\\_a\\_go/ict/cybercafe/base.htm](http://www.gridclub.com/have_a_go/ict/cybercafe/base.htm)

All of the following sites are useful for both children and adults. Although aimed at families they offer very useful ideas that can inform lesson plans and offer materials suitable for a variety of age groups,

[www.forkidsbykidsonline.uk](http://www.forkidsbykidsonline.uk)

[www.safekids.com.uk](http://www.safekids.com.uk)

[www.wisekids.org.uk](http://www.wisekids.org.uk)

[www.heliographics.uk.com/millydowler](http://www.heliographics.uk.com/millydowler)

[www.missdorothy.com](http://www.missdorothy.com)

[www.fkbko.net](http://www.fkbko.net)

Kelly Report- Following the events in Soham and the subsequent Bichard Inquiry, North East Lincolnshire's Area Child Protection Committee commissioned Sir Christopher Kelly to carry out a serious case review into the way statutory agencies discharged their functions in respect of Ian Huntley and the girls with whom he is reported to have had sexual relationships.

[www.nelincs.gov.uk/socialcare/childprotection/serious-case.review.htm](http://www.nelincs.gov.uk/socialcare/childprotection/serious-case.review.htm)

Kidscape, the children's charity. Has developed software 'Safer Schools Database' allows schools to identify children who are vulnerable to bullying and bullies and can provide an overview of general trends of bullying throughout the school, including identifying specific areas of the school grounds where bullying occurs more often.

[kss@kidscape.org.uk](mailto:kss@kidscape.org.uk)

National Missing Persons Helpline Site. Offers advice and teacher's packs about the problems associated with children and young people who run away from home.

[www.underwired.com/nmph/news\\_event01.php](http://www.underwired.com/nmph/news_event01.php)

NSPCC. [www.nspcc.org.uk](http://www.nspcc.org.uk)

For summaries of research projects go to [www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)

NSPCC site offering support materials for work on bullying

[www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)

Magazine style booklet about sexual abuse aimed at young people.

[www.nspcc.org.uk/documents/hands-off\\_pdf](http://www.nspcc.org.uk/documents/hands-off_pdf)

NSPCC's Asian Helpline.

Helpline aimed for Asian children and young people.

Bengali speaking adviser 0800 096 7714.

Gujarati speaking adviser 0800 096 7715

Hindi speaking adviser 0800 096 7716

Punjabi speaking adviser 0800 096 7717

Urdu speaking adviser 0800 096 7718

English speaking Asian adviser 0800 096 7719

Safeguarding Children in Education (2004) (DfES)

Child Protection guidance for schools issued by the DfES on the 6th September. Includes guidance regarding section 175 of the Education Act 2002, which came into force 1st June 2004. 'Safeguarding Children' aims to specify the responsibilities of LEAs, schools and further education institutions, and the outcomes that they need to secure to enable staff to meet the objective of keeping children safe from harm, and what needs to be done or put in place to achieve this.

[www.teachernet.gov.uk/docbank/index.cfm?id=7330](http://www.teachernet.gov.uk/docbank/index.cfm?id=7330)

'What to do if you're worried a child's being abused?' Copies of the summary versions.

[www.teachernet.gov.uk/docbank/index.cfm?id=7330](http://www.teachernet.gov.uk/docbank/index.cfm?id=7330)

This guidance was published following the Laming inquiry. Further copies can be ordered via 08701 555455 reference 31815 for A5 booklet..

