



Elloughton Community Primary SCHOOL

Child Protection Policy 2015

For the purpose of this policy:

- The term '**staff**' or '**member of staff**' refers to all adults paid, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school.
- **CPC** - school Child Protection Coordinator
- **CPO** - LA Child Protection officer (Schools)
- **LADO** – Local Authority Designated Officer (First contact with allegations against Staff & Volunteers)
- **CPG** - Child Protection Governor
- **ERSCB** – East Riding Safeguarding Children Board
- **LSCT** – Local Safeguarding Children Teams
- **EHAT** – Early Help & Advice Team
- **DBS** – Disclosure & Barring Service (Formerly CRB)

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Child Protection Governor	Mrs P. Smith	pat@smith36.karoo.co.uk
Chair of Governors	Mrs E. Pandey	Liz@thepc.karoo.co.uk
Looked After Children Designated Teacher	Mrs J Okey	jokey@epsch.co.uk 01482 666231
ER Golden Number	CP initial referral	Tel. No. 01482-395500 fax 01482-395530 childrens.socialcare@eastriding.gcsx.gov.uk
Emergency Duty Team	Out of Hours & weekend CP referrals & advice	Tel. No. 01377- 241273 fax 01377- 241639
Local ER Safeguarding Children Team		
ER Child Protection Officer & LADO (Schools)	Tony Marsh For CP & Safeguarding advice and referral of Allegations	Tel. No. 01482-392139 fax 01482-392850 tony.marsh@eastriding.gcsx.gov.uk Room AF 56 County Hall Beverley
ERSCB LADO	Dave Finan for CP & Safeguarding advice and referral of Allegations	Tel. No. 01482-396999 fax 01482-392850 dave.finan@eastriding.gcsx.gov.uk Room AF 56 County Hall Beverley
Humberside Police ER Family Protection Unit		The Old Police House Beverley Road Market Weighton tel 01430- 808406
Early Help & Advice Team	Support & Advice for the CAF process and signposting to appropriate services.	Tel. No. 01482- 393339 irt@eastriding.gcsx.gov.uk
ER Safeguarding Children Board Advice Line	Safeguarding & CP Advice, Support	Tel. No. 01482- 396999 www.erscb.org.uk
ER Safeguarding Children Board	Training	www.erscb.org.uk (training & development) 01482-396994 erscb.training@eastriding.gov.uk

1. Introduction

Our School Community fully recognises the contribution it can make to protect and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the 5 Every Child Matters outcomes for all our children.

The policy is consistent with the following legislation & guidance

- 1) *Working Together to Safeguard Children (2010 – HMSO)*
- 2) *Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES)*
- 3) *ER Safer Recruitment Guidance(2008-ERSCB)*
- 4) *'What to do if you are worried a child is being abused' (2006 -DCSF /DfES)*
- 5) *Care & Control Guidelines (2006 -ER CFAS)*
- 6) *Reasonable Force (2011 -DfE)*
- 7) *Dealing with Allegations of Abuse Against Teachers & Other Staff (DfE Oct 2012)*
- 8) *Safeguarding Children -Guidance & Procedures (2006 -ERSCB)*
- 9) *Safer working Practice for Adults who work with Children & Young People in Education Settings (2009-DCSF)*
- 10)*Information Sharing Guidance for Practitioners & Managers DCSF 2008*
- 11)*School & ERYC whistle Blowing Policy & Procedures*

2. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- Behaviour and Anti-Bullying policy
- Physical Interventions policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- E-Safety policy

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

3.The Policy

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the Staying Safe & PSHE elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and that there are clear systems of internal information sharing and record keeping)
- **Support** (to all pupils and school staff and to children who may have been abused or are in other ways vulnerable);
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

4.School Commitment

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

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for which equip children with the skills they need to stay safe from abuse and develop resilience.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.

5. Confidentiality

We recognise that all matters relating to child protection are highly confidential and the CPCs will share that information on a '**need to know, what and when' basis.**

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media.

Breaking this confidentiality can lead to investigation and possible disciplinary procedure.

6. Roles and Responsibilities

6.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves.

6.2 The School Child Protection Coordinators (CPC) are designated to take the lead responsibility for Child protection.

This includes:

- Providing advice and support and information to staff as appropriate
- Liaising with the LA and other agencies
- Maintaining CP records for individual children
- Ensuring the preparation of appropriate reports for attendance at Case Conferences and other multi agency meetings
- Arranging appropriate training for all staff
- Liaising with the headteacher and Child Protection Governor.

6.3 Management and leadership by the Headteacher and Governors ensures that the time, resources and training are adequate to ensure that the CP responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out.

Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the headteacher. If the allegation is against the headteacher it should be referred to the Chair Of Governors, a senior member of staff or the LA LADO (see sec 20)

6.4 The CP Governor acts as a 'Champion' of the CP role of the school and liaises with the Headteacher & CPC in order to report to and advise the full Governing Body.

6.5 The Governing Body has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

7. Records and Monitoring

1. Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The CPC is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
2. Each file of concern or official documentation will contain a 'Chronology Sheet' (Appendix 4), which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other events. The file will also contain all other relevant information but be separate from the child's school records.
3. Separate child or if appropriate family CP files are stored in a locked and secure location in the Head Teachers (also C.P. co-ordinators) office. Only the CPCs have access to these files.
4. The information in these files may be accessed and used as evidence by other agencies.
5. Only factual information is recorded as such. If unsubstantiated information is recorded it is indicated as such.
6. Parents may request to read their child's file. School will seek advice if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any 3rd party information.
7. The CPC will decide what information needs to be shared within school with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.

8. Child protection records are reviewed each term to check whether any action, advice or updating is needed.

8.Recognising Concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.

Sexual abuse – behaviour changes – precocity- withdrawal – sexually inappropriate behaviour

Emotional abuse – excessive dependence – inappropriate emotional responses over reaction to mistakes

Neglect- inadequate clothing- hunger- lack of sleep- lack of supervision

Physical Abuse – aggression - inconsistent explanations- refusal to discuss injuries

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged.

A fuller list of possible Signs & Symptoms is contained in **Appendix 1**

8.2 Responding to concerns

'Never Do Nothing – Do the basic things well'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the CPC immediately as outlined in (Appendix 2) and in 8.3.
- Wherever possible this information should be recorded on the 'Record of Concern Form'. (Appendix3).
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline which should be attached to the 'Record of Concern Form'. (Appendix 3a)

It is vital that staff **do not**:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- **promise secrecy** to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

Staff are made aware that it is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

8.3 Passing on concerns

Each case will be considered by the CPC who will decide what information to share with which staff.

9.Further Action

9.1 Decision Making

The CPCs will decide, taking advice from the CPO, ERSCB Advice Line, EHAT, the CST if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made.
- If the child is already 'Open to' a Social Worker an initial contact should be made with that Social Worker or if unavailable the duty team member.
- If a child is considered to be potentially a Child In Need consent and advice for a Common Assessment should be sought. Advice and guidance can be sought from EHAT.
- If the CPC decide that no further action should be taken at that time a record of the reasons for that decision will be noted.

The CPC will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

9.2 Consulting Parents

1. If possible any concerns about a child's welfare should be discussed with parents/guardians provided that this will not:
 - Possibly place the child at increased risk
 - Possibly place staff at risk
 - Cause a delay in referring if contact cannot be made
2. If there are doubts or reservations about involving the parents the CPC should seek advice from Local Safeguarding Children Team (LSCT), ERSCB or CPO /LADO

9.3 Child Protection Referrals or Contacts to ER Local safeguarding Children Team (LSCT)

If the school makes a CP referral / contact the ER Safeguarding Children Board Procedure will be followed by the CPC.

After a telephone contact to the 'ER Golden Number' the CPC will email or fax a written 'Confirmation of Referral' (appendix10) to the Golden number as soon as possible and ideally immediately after initial referral and at the latest within 24 hours.

9.4 Feedback

Within 24 hours the LSCT should report back to the school and indicate their decision on future action.

If no response is received the CPC should contact the LSCT to seek information. If this fails to get a response the CPC should contact the CPO or ERSCB for advice.

Whatever the outcome of reported concerns the CPC will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

10 Vulnerable Children – Supporting pUpils at Risk

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
3. CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.
4. If a child, who is the subject of a Child Protection Plan, is missing from school without a verified valid reason the CPC will contact the assigned social worker.
5. In the same way if a child that the school has concerns about, is missing the school will consider making a CP referral or contacting the EWO and / or police.

11. Joint Working with other Agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

We are therefore committed to initiating and supporting inter-agency work such as;

- The Common Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school EWO
- Youth Support Service

12. Case Conferences and Core Group Meetings

1. The CPC & Headteacher will ensure that the appropriate member(s) of staff will attend Initial & review Case Conferences and Core Groups and that written reports are prepared each Case Conference.
2. Reports will be compiled after discussion with relevant staff involved with the child..
3. Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.
4. Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

13. Information Sharing

Information will be shared in line with the key principles outlined in *Information Sharing Guidance for Practitioners and Managers p 11-13*. In cases involving possible child abuse the school has a duty and ability to share information.

The CPC/headteacher will ensure that:

- the information is shared appropriately and confidentially
- information is shared only with the appropriate professionals
- sharing of information is recorded on the child's CP file

14. Children's Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 5)
2. Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

15. Recruitment and Selection of Staff

1. The school complies fully with DCSF Guidance (Safeguarding Children and Safer Recruitment in Education) and the ERLA safer recruitment supporting guidance and vetting and DBS/CRB checking procedures.
2. The school ensures that DBS/CRB checks on all staff and appropriate volunteers are carried out as required and a Single Central Register is maintained using LA guidance and that the register is checked by the LA Recruitment Team
3. The Head and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required.

16. Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given and given access to:

- This policy
- '*What to Do if You Are Worried A Child is being Abused*'
- The school's Handbook and Health and Safety policy
- The DCSF Safe Working guidance and the School's abridged version.

Other temporary or visiting staff and volunteers are made aware of the CP reporting procedures within the school

17. Training

- ✓ All staff are reminded of the policy and procedures at the start of each year (or term for new staff).
- ✓ All staff complete the ERSCB 'Awareness of Child Abuse & Neglect' online training and will receive refresher training every 3 years thereafter.

The CPC & Deputy CPC will complete the following ERSCB training as a minimum,

- ✓ Core Level – Awareness of Child Abuse & Neglect (Online)
- ✓ Level One - Working Together to Safeguard Children
- ✓ Working Together Refresher every 2 years or LA CPC Training

18. Physical Intervention

1. Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the headteacher or appropriate senior manager, and parents informed on the same day.
2. Only adults designated by the headteacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

19. Safe Working

1. All staff will be made aware and regularly reminded of the requirements of the school & DCSF (2009) Safe & Appropriate working guidance and related policies and have access to these documents and related advice from Senior staff as needed.

20. Allegations against Staff – Whistle Blowing

1. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
2. If the allegation concerns the Headteacher the referrer should contact the Chair of governors, or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**
3. All staff are made aware of their responsibilities in this and the procedure to follow.

4. Any such matters will be dealt with in the strictest confidence.
5. The head teacher (or other in 2) will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in ERSCB Guidance & '*Dealing with Allegations of Abuse Against Teachers & Other Staff.*' DfE 2011
6. All involved will attempt to deal with any allegation fairly, quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

7.

21. Parents

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework should be used when ever possible.
2. However we ensure that parents are aware that we may need to make CP referrals or seek related advice without their consent or knowledge. (Appendix 6 & Section 9.2 above)
3. Parents are also made aware that the CP policy is available from the school via the website and as hard copy in school reception area. The name and contact details (via school) of the CP governor is publicised, as above, should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP Governor, CPC or Headteacher.

22 Policy Review

1. The staff will review this policy each year, and if any changes are suggested, it will be discussed by governors. The views of the children, parents, and support staff will be sought and taken into account in this review.
2. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff immediately and remedied.

Elloughton Primary School Child Protection -

Definitions of Significant Harm & Indicators of Abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

1. 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.

2. NEGLECT is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure 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.

3. EMOTIONAL ABUSE is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

4. 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 involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries or untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults
E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night

- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STIs
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

NB Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic affects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

School Child Protection Policy

Responding to Concerns - Disclosures

- React calmly promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the CPC or others.

The use of 'TED' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how...

Or Open ended questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest
- Make a written note of:
- What is said
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- Pass the information to the CPC on the same day

Appendix 3**Elloughton School Child Protection Policy**
Child Protection Record of Concern or Disclosure

Complete and pass to one of schools CP Coordinators as soon as possible on the same day.

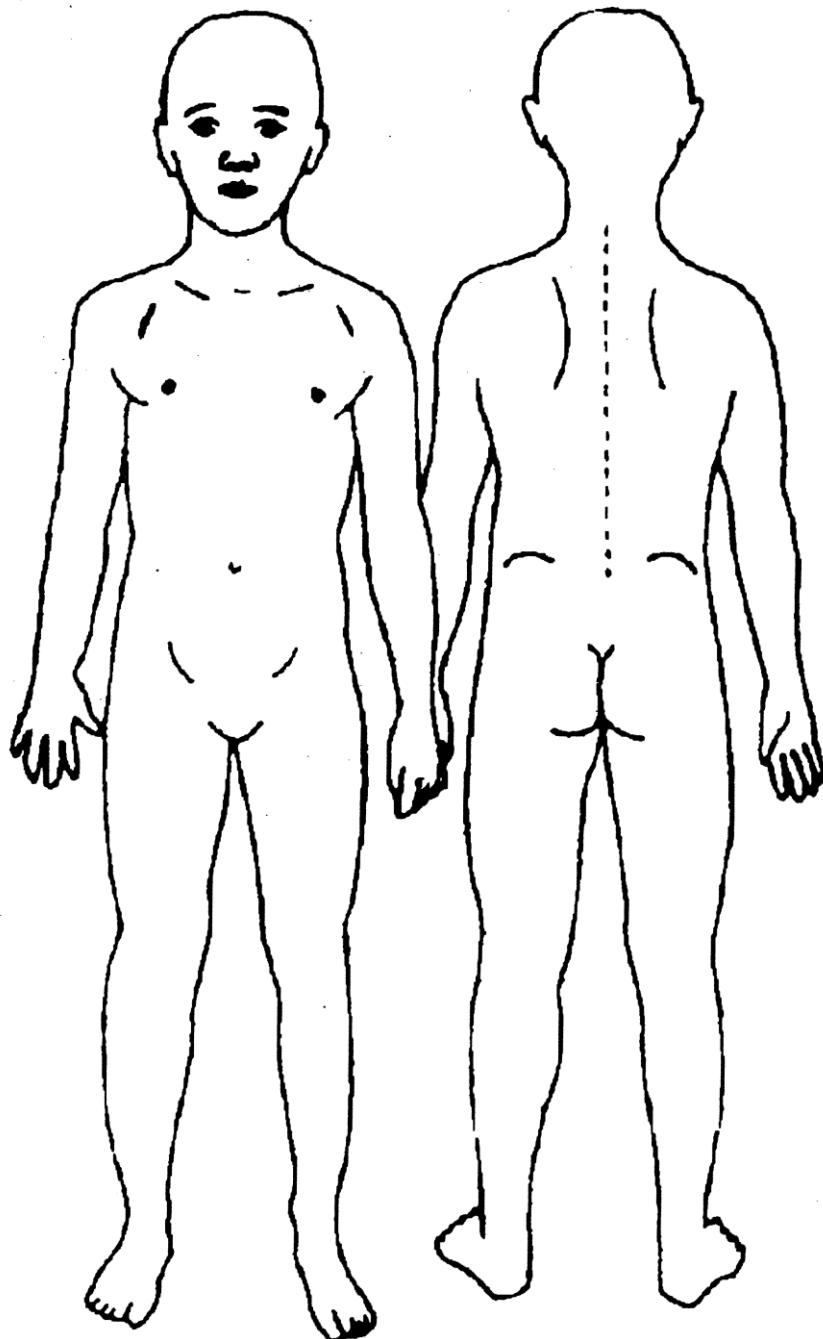
Pupils Name:	Class	Yr:
	DoB:	
Concern identified by:	Date:	Time:
Nature of Concern / details of disclosure / other relevant information.		
reverse if needed		
Passed to:	Received by:	Date:
Action taken by CPC (or person receiving this form)		
This form to be filed in pupils CP file and noted on CP chronology		

Appendix 3a

Elloughton School
Child Protection Record of Concern - Body Map (Attach to
Record of Concern Form)

Name of Child :

Date: Name of Adult
record;



Elloughton School Child Protection

Appendix 4

Elloughton Primary School Child Protection

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't :

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk

Elloughton Primary School Child Protection

Information for parents (suggested wording for use by school if felt necessary)

"At Elloughton Primary school, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about *our procedures or the policy*, please speak to the Headteacher, your child's class teacher, or Mrs Pat Smith who is the Governor with responsibility for Child Protection.

Elloughton Primary School Child Protection Policy

The Local Safeguarding Children Board's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the East Riding of Yorkshire Website in the Health and Social Care section.

A Making A Child Protection Referral.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made to the ER 'Golden Number' as soon as possible within the school day.

1. ER Customer Service Centre Golden Number 01482- 395500 and outside office hours to the ER Emergency Duty Team on 01377- 241639
2. Local Safeguarding Children Teams and the CPO Officer and ERSCB Duty Officer are available to discuss individual cases for advice & guidance.
3. If parents/carers have not been informed it should be established with the LSCT when and by whom they will be informed and if there are other actions the school needs to take.
4. When a CP referral is made the time and the person taking the referral should be recorded on the child's 'Chronology Sheet'
5. Telephone referral must be followed by an ERSCB 'Confirmation of Referral' form, (with as much information completed as possible,) which should be emailed or Faxed to the 'Golden Number' point.
6. A member of the LSCT should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If this is not done the school should seek that information from the LSCT and if there is no response contact the CPO or ERSCB for advice.
7. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means

calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

8. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from LSCT or the police (for instance about difficulties if the school day has ended). Remain with the child until the Social Worker takes responsibility.

B / Consulting parents

Parent's permission, or the child's **where appropriate**, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

Paragraph 5.34 'Working Together to Safeguard Children'

1 If possible any concerns about a child's welfare should be discussed with parents provided that this will not:

- *Possibly place the child at increased risk*
- *Possibly place staff at risk*
- *Cause a delay in referring if contact cannot be made*

2 If there are doubts or reservations about involving the parents the CPC should seek advice from the Family Support Team.

NOTE: Always record your reasons for not discussing your concerns with parents.

3. Even if parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make the referral to the Golden Number or Family Support Team if they are already involved. Record your reasons for dispensing with parental consent.

Elloughton Primary School Child Protection

Record Keeping: Why is it important?

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
 - The Child or Young person
 - Staff
 - The organisation

Record Keeping: Organisation

1.Files will be kept in the filing cabinet in the head's office. This is kept locked.

2.The file contains:

- Chronology sheets (Appendix 2.) which logs the following
 - Records of Concern
 - Body Map sheets if submitted
 - CP referral form copy
 - Meeting and Case Conference minutes.
 - Copies of reports for meetings
 - Details of siblings
 - Details of Social workers / Family Support workers
 - Details of contact with Parents and other agencies
 - Any other relevant

It is essential that these are all referred to on chronology sheets and fully dated.

3. When children transfer school.

- a. If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- b. The file should be sealed and marked '**Private & Confidential FAO the Child Protection Officer**' The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.
- c. If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.
- d. In the event of a child moving out of the LA area photocopies of records should be retained before sending them.
- e. If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the CPO.

When receiving children from other schools the school should contact the sending school ascertain if there are CP concerns.

At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

Elloughton Primary School Child Protection

Safeguarding Children; Information for visitors, supply staff and volunteers

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

'Record of Concern' forms are available from reception. If possible please complete this form and pass it to the Child Protection Officer (Mrs Carole Fulstow) or in her absence the Deputy Child protection (Mrs Jayne Okey)

If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries.
- A pupil tells you something

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

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