

**SAFEGUARDING & CHILD PROTECTION POLICY FOR  
Edwards Hall SCHOOL**

**APPROVED BY GOVERNORS October 2017**

**POLICY TO BE REVIEWED October 2018**

**KEY CONTACTS WITHIN THE SCHOOL**

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**KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

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# SAFEGUARDING & CHILD PROTECTION POLICY FOR EDWARDS HALL PRIMARY SCHOOL

## 1. CONTEXT

1.1 Schools and their staff form part of the wider safeguarding system for children. 'School and college staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating'. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child'.

*(Keeping Children Safe in Education – DfE, September 2016)*

1.2 This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with:

- 'Keeping children safe in education' (2016) - Part one of which is provided to all staff, including Annex A to staff who work directly with children.
- Staff Code of Conduct/Staff Behaviour Policy
- 'What to do if you're worried a child is being abused' (HMG, 2015)

The Policy should also be read in conjunction with other related policies, including:

Safer Recruitment Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy.

1.3 Safeguarding and promoting the welfare of children is defined in 'Keeping children safe in education' (2016) as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## 2. INTRODUCTION

2.1 Edwards Hall Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

2.2 Section 175 (157 for Independent schools) of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.3 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.

2.4 There are three main elements to our Safeguarding & Child Protection Policy:

- **Prevention**
  - By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
  - Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils
  - By raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who have/may have been abused or neglected (in line with his/her Child Protection Plan, if appropriate).

2.5 This school recognises it is an agent of referral and not of investigation.

### 3. SCHOOL COMMITMENT

Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating. This includes identifying emerging problems and those children who may benefit from early help.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- 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.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

## 4. STATUTORY FRAMEWORK

4.1 Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

4.2 The development of appropriate procedures and the monitoring of good practice in Southend are the responsibilities of the Southend Local Safeguarding Children Board (Southend LSCB). In Southend, all professionals must work in accordance with the SET Procedures (Southend Essex and Thurrock Safeguarding and Child Protection Procedures, 2017).

4.3 Our school works in accordance with the following legislation and statutory guidance:

Children Act 1989

Children Act 2004

[Keeping Children Safe in Education](#) (DfE, 2016)

[Working Together](#) (HMG, March 2015 – updated February 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

## 5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document.

5.2 The Governing Body(&/or Proprietors) ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually. In order to utilise the experiences and expertise of staff when shaping safeguarding policies, the Governing Body provides opportunities for staff to contribute to safeguarding arrangements and the child protection policy.

5.3 The school publishes its Safeguarding and Child Protection Policy on the school website alongside 'Keeping children safe in education' (DfE, 2016).

5.4 The Governing Body ensures there is a Designated Safeguarding Governor, as well as a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place.

5.5 The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

5.6 The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

5.7 The Governing Body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. The school actively promotes online safety on its website and signpost stakeholders to information that will help keep children safe online. Our children are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

5.8 The Governing Body and School Leadership Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

5.9 The Designated Safeguarding Lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to are made to Children's Services (First Contact Team) in accordance with current SET procedures. They work with the Local Authority and other agencies as required.

5.10 If, for any reason, the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead(s) will act in their absence.

5.11 The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

5.12 The Headteacher/Designated Safeguarding Lead, provides an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.

5.13 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 (*S.157 for Independent schools*) of the Education Act 2002.

5.14 All Staff in our school have a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy), understand the difference between 'a concern' and children who are 'in immediate danger or at risk of harm' and are aware of how to make a referral to Children's Services, and/or the Police, if there is a need to do so.

## 6. PROCEDURES

6.1 All action is taken in accordance with the following guidance and advice:

- The SET (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures (Southend-on-Sea LSCB, 2017), a copy of which is available on line <http://www.safeguardingsouthend.co.uk/>
- The Early Help Family Support Practitioner Toolkit (Threshold Document), which can be downloaded from <http://www.southendchildren.org>
- Keeping children safe in education (DfE, September 2016) and Disqualification under the Childcare Act, 2006 (DfE, June 2016)
- Working Together to Safeguard Children (HMG, March 2015 – updated February 2017)
- The Prevent duty Departmental advice for schools and childcare providers (DfE, June 2015)
- 'Revised *Prevent* Duty Guidance: for England and Wales' (HMG, July 2015) , paras 57-76
- Multi-agency statutory guidance on female genital mutilation (HMG, April 2016)
- 'What to do if you're worried a child is being abused' (HMG, 2015)
- Searching screening and confiscation: advice for Headteachers, staff and governing bodies' (DfE, February 2014)

6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection Policy, advised who our Designated Safeguarding Lead (and Deputy) is and informed of their role and how to share concerns with them. Staff are also given a copy of the Staff Code of Conduct/Staff Behaviour Policy

6.3 Staff are also given a copy of 'Keeping children safe in education: Information for all school and college staff' (DfE, September 2016), which includes Annex A: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

6.4 All Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training, as required, but at least annually.

6.5 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, **must** report it

immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead so that discussion can take place regarding pursuing the early help process or

a referral to Children's Services. In the absence of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, the matter should be brought to the attention of the most senior member of staff.

6.6 The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Services (First Contact Team), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the SET procedures.

6.7 A telephone referral to Children's Services must be confirmed in writing within 48 hours.

6.8 The Early Help Family Support Assessment (EHFSA) should be used to support a child protection referral. (The EHFSA form and guidance is available on [www.southendchildrenspartnership.org.uk](http://www.southendchildrenspartnership.org.uk) and on the Southend LSCB website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to the First Contact Team. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. A telephone referral to the First Contact Team – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHFSA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

6.9 If the child is in immediate danger or is at risk of harm, a referral should be made to Children's Services and/or the Police immediately.

6.10 If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See Annex A, 'Keeping children safe in education' (2016), for more details.

6.11 The school will always undertake to share our intention to refer a child to Children's Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children's Services or Essex Police about when it is appropriate to share information with parents/carers.

6.12 If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.

6.13 Safeguarding contact details are prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

6.14 Parents and Carers are informed about our school's duties and responsibilities under child protection procedures on admission, in the school brochure and on the school website.

## **7. TRAINING AND SUPPORT**

7.1 The Designated Safeguarding Lead (and any Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with 'Keeping children safe in education' (*DfE, September 2016*). In addition to formal training, the Designated Safeguarding Lead(s) will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

7.2 The Headteacher, all staff members and Governors, who have contact with children and young people, are required to receive appropriate safeguarding and child protection training, which is regularly updated and in line with advice from the Southend-on-Sea Local Safeguarding Children Board (LSCB). All Child Protection training is recorded and certificates will be sent to attendees. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

7.3 The school will ensure that the Designated Safeguarding Lead (and any Deputies) also undertakes training in inter-agency working and other matters, as appropriate.

7.4 The Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues.

7.5 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct/Staff Behaviour Policy.

## **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, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

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

## **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 concern about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

9.2 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information

fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Fears about sharing information cannot be

allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

9.3 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and include the action taken. This information will be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

9.4 All discussions and decisions made, and the reason for those decisions, should also be recorded in writing.

9.5 Any records related to Child Protection are kept in a confidential child protection file, which is separate from the pupil file. All child protection records are stored securely (i.e., in a locked filing cabinet) and confidentially in the Headteacher's office and are accessible through the Designated Safeguarding Lead (or Deputy). Digital records will be password protected. The school should retain the record for as long as the pupil remains at the school. When a pupil with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file for 25 years after the pupil's date of birth.

9.6 If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. We keep a copy of the child protection file until we have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy is shredded, other than copies of the specific records that are pertinent to our school (i.e., not CP Conference reports that are held elsewhere), unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records). We will also keep a record of having received confirmation from the receiving school and of the date when we shredded our copy.

When a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9.7 For records of allegations involving a member of staff, please see paragraph 13.7 below.

## **10. INTERAGENCY WORKING AND ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS**

10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at any Child Protection Conference called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. Whoever attends the Conference will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the Conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

10.2 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school is part of the Core Group, the

Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Key Worker **immediately** and then record that they have done so and the actions agreed.

If there is an unexplained absence of, or injury to a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

## 11. SUPPORTING PUPILS AT RISK

11.1 Our school is committed to ensuring that our pupils receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

11.2 Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

11.3 Our school will endeavour to support all pupils through:

- The curriculum; to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- 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.
- The implementation of the school's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

## 12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES

12.1 'Keeping children safe in education' (DfE, 2016) defines abuse as the maltreatment of a child.

'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.'

12.2 The four main types of abuse referred to in 'Keeping children safe in education' are:

Physical, Emotional, Sexual and Neglect.

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

12.3 Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education\*, children missing from home or care, child sexual exploitation (CSE)\*, domestic violence, drugs, E safety (including), fabricated/induced illness, faith abuse, female genital mutilation (FGM)\*, forced marriage, gangs and youth violence, violence against women and girls (VAWG), mental health, children with special educational needs and disabilities\*, private fostering, prevention of radicalisation, teenage relationship abuse, trafficking, peer on peer abuse\*, which may include bullying (including cyberbullying), on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. Further information regarding some of these issues (as indicated \*) can be found below and these issues are also addressed in Annex A of Keeping children safe in education (2016).

12.2 Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from Keeping children safe in education (2016). Other organisations also provide specialist information such as:

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

TES <https://www.tes.com/teaching-resources> and

MindEd <https://www.minded.org.uk/course/view.php?id=402>

### 12.3 Peer-on-peer abuse –

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Peer-on-peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse.

The school will use the guidance set out in:

'Preventing and tackling bullying: advice for Headteachers, staff and governing bodies' (DfE, July 2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and

'Sexting in school and colleges: responding to incidents and safeguarding young people' (UKCCIS, 2017).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## 12.4 Children with special educational needs and disabilities –

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

## 12.5 Children missing from education –

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school complies with the Children Missing Education (DfE, September 2016) and Southend on Sea Borough Council Early Help and Family Support Children Missing Education Guidance (November 2016). Our school must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the school has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

## 12.6 Child sexual exploitation (CSE) –

The statutory definition of Child sexual exploitation is; a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Working Together to Safeguard Children (HMG, March 2015 – updated February 2017)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate

## 12.7 Female Genital Mutilation (FGM) –

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police personally of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will

operate in accordance with the statutory requirements relating to this issue, and in line with 'Multi-Agency statutory guidance on female genital mutilation' (HMG, April 2016) and existing local safeguarding procedures.

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and in the above guidance that can be found on the GOV.UK website.

#### 12.8 Forced marriage -

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

#### 12.9 Prevention of radicalisation -

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Our school works in accordance with the Prevent Duty and follows the Departmental advice for schools and childcare providers on preventing children and young people from being drawn into extremism or terrorism 'The Prevent duty' (DfE, June 2015) and the 'Revised *Prevent* Duty Guidance: for England and Wales' (HMG, July 2015), pages 57-76.

#### 12.10 Private Fostering –

As a school we must make sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we will always inform the Local Authority when we are notified about such an arrangement or become aware of one.

"A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989, i.e., a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child."

#### 12.11 Looked After Children (LAC) –

Our school has a Designated Teacher for pupils who are LAC. The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child's Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after.

### **13. ALLEGATIONS INVOLVING A MEMBER OF STAFF**

13.1 All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct/Staff Behaviour Policy.

13.2 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

13.3 The school works in accordance with statutory guidance and the SET procedures (2017) [http://www.safeguardingsouthend.co.uk/children/downloads\\_57\\_2548837678.pdf](http://www.safeguardingsouthend.co.uk/children/downloads_57_2548837678.pdf) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

13.4 The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

13.5 The SET procedures require that, where an allegation against a member of staff has been received, the Headteacher, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer (LADO) (see cover sheet of this document for contact details) within one working day. Where the allegation is against the Headteacher, the Chair of Governors will consult with the LADO.

13.6 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as she will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school will manage these procedures alongside the school's disciplinary process in liaison with the school's HR Advisor.

13.7 In accordance with 'Keeping children safe in education' (DfE, 2016) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However,

cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

## 14. WHISTLEBLOWING

14.1 Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

14.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Whistleblowing policy.

14.3 We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## 15. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

15.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

**We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:**

### **Policy or Procedure**

Anti-Bullying (including internet and mobile 'phone bullying)

Attendance

Behaviour management/student discipline

Children missing from Education

Disability and Equality

Drugs and Substance Misuse

Educating Children with medical needs

Equality Compliance

E Safety

Extended School activities

First Aid

Health and Safety

Looked After Children

Management of Allegations made against Staff

PHSE curriculum

Racial Equality

Recruitment and Selection

Residential trips and schools visits, including exchange visits

Sex & Relationships Education

Staff Handbook (Guidance on Conduct including the use of mobile 'phones and social media)

Use of Positive Handling and Restraint/Physical Intervention  
Visitors' Policy  
Use of Photographs/video  
Whistleblowing  
Work Placement/Work Experience

**Acknowledgement:**

We acknowledge the Essex Safeguarding Children Board model Child Protection Policy which contributed to the development of this model policy.

**Model Policy Revised: July 2017**

## Appendix one

### Recognising signs of child abuse

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others

- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, bestiality and sexual abuse against peers or children.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. It may be useful to consider the following questions:

- Is the behaviour consensual for all children or young people involved? Is the behaviour reflective of natural curiosity or experimentation?
- Does the behaviour involve children or young people of a similar age or developmental ability? Is the behaviour unusual for that particular child or young person?
- Is the behaviour excessive, coercive, degrading or threatening?
- Is the behaviour occurring in a public or private space? How does this affect the colour categorisation?
- (for colour categorisation refer to The Brook traffic Light Tool)
- Are other children or young people showing signs of alarm or distress as a result of the behaviour?

The Brook Traffic Light Tool should be used to identify, assess and respond appropriately to sexual behaviours.<sup>1</sup>

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<sup>1</sup> <http://www.brook.org.uk/index.php/traffic-lights>

## Appendix 2

### **Edwards Hall Primary School Child Protection Procedures**

**This document is designed as a reminder of the school's procedures. If you are at all unsure about the procedure please immediately refer to the Safeguarding Policy.**

**Designated Senior Person: Jim Johnson (Deputy: Debora Donoghue, Vicki Mallyon)**

#### **When to be Concerned**

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development

(full account needs to be taken of different patterns of development and different ethnic groups)

- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

#### **Dealing with a Disclosure**

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Reassure him or her that what has happened is not his or her fault

- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping appendix 6)
- Pass information to the Designated Senior Person (Jim Johnson) **without delay**
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

### **Record keeping procedure**

*'Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.*

What to do if you're worried a child is being abused 2006

- Any member of staff who has concerns about the welfare of a child must share this information, without delay with the Designated Senior Person (Jim Johnson).
- Staff must make a brief accurate record of these concerns using the agreed proforma (appendix 6), recording any allegations that the child makes in the **child's own words**. Statements must be factual, not based on opinion.

### **Confidentiality**

- We recognise that all matters relating to child protection are confidential
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children

### **Allegations Involving School Staff/Volunteers**

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

The person receiving the allegation must take it seriously and immediately inform the Headteacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Headteacher.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. Using the proforma (appendix 6) This record should be signed and dated and immediately passed on to the Headteacher.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME: **Janice Price**

CONTACT NUMBER: c/o 01702 524470

**Confidential**

Edwards Hall primary School

Disclosure / Incident / Child Protection Concerns Notification Form

<b>Date:</b>		<b>Name and role of person completing form</b>	
<b>Name of child:</b>		<b>Child's D.O.B.:</b>	
<b>Details of disclosure by child / incident / child protection concerns</b>			
<b>Action taken by person(s) above:</b>			
<b>Date of notification to DCPO/ deputy:</b>		<b>Name of DCPO/ deputy:</b>	

**Detail of decision / action by DCPO or deputy:**

**Reason(s) for this decision or action by DCPO or deputy:**

**Notes of feedback between DCPO / deputy and the person who raised this child protection concern, including date of feedback:**

**Tick to confirm added to pupil's chronology (if appropriate) and copy placed in C.P. file**

**Tick to confirm added to DCPO overview sheet**