

# **LOUGHBOROUGH ENDOWED SCHOOLS**

**This policy is reviewed annually by the Governing Body, and was last reviewed on the 18<sup>th</sup> June, 2009**

**Signed: Chairman of Governors: ..... (H.M. Pearson)**

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**Named staff with specific child protection responsibilities during 2009/2010**

Grammar School

- Mr. P. Smith and Mr. D.W. Steele
- Other staff with child protection responsibilities:  
Mr. P.B. Fisher, Headmaster  
Mrs. H. Baker, SENCO
- Nominated Governor: Mrs. M. Gershlick
- Chairman of Governors: Mr. H.M. Pearson

High School

- Designated senior person for child protection: Mrs. J. Prescott, Deputy Headmistress
- Other staff with child protection responsibilities:  
Miss B. O'Connor, Headmistress  
Mrs. M. Starkings, Head of Years 7 & 8  
Miss C. Nelson, Head of Year 9  
Mrs. K. Snelling, Head of Years 10 & 11  
Mr. M. Starbuck and Miss C. Todd (Heads of Years 12 & 13)
- Nominated Governor: Mrs. M. Gershlick
- Chairman of Governors: Mr. H.M. Pearson

Fairfield Preparatory School

- Designated senior person for child protection: Mrs. J. Perkins, Head of Pastoral Care
- Other staff with child protection responsibilities:  
Mr. R. Outwin-Flinders, Headmaster  
Mrs. H. Baxter, KS1  
Mrs. M. Armstrong, KS2  
Mr. I. Booth, Head of ICT
- Nominated Governor: Mrs. M. Gershlick

- Chairman of Governors: Mr. H.M. Pearson

Foundation

- Designated senior person for child protection: Mrs. N. Stubbs, HR Officer
- Other staff with child protection responsibilities:  
Mr. K.D. Shaw, Foundation Secretary & Treasurer
- Nominated Governor: Mrs Mary Gershlick
- Chairman of Governors: Mr. H.M. Pearson

- Leicestershire Authority Safeguarding unit contacts for advice and guidance:

~ Team Leader Welfare: 0116 305 6584  
~ Deputy Service Manager: 0116 305 8162  
~ Child Protection Development Officer: 0116 305 7317  
~ Service Manager: 0116 305 6324

Social Care: Loughborough Local Office: 01509 266641

## **Introduction**

1. The Loughborough Endowed Schools fully recognise the contribution it can make to protect children and support pupils in schools. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.
2. This policy is consistent with:
  - the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the DCSF guidance Safeguarding Children and Safer Recruitment (January 2007). It also provides for and applies to the Early Years Foundation Stage (EYFS);
  - the Local Children's Safeguarding Board (LCSB) Procedures, which contain the inter-agency processes, protocols and expectations for safeguarding children;
  - Leicestershire Children & Young People's Service Policy and Procedures "Safeguarding Children in Education" (Administration Memorandum 76).
3. There are four main elements to our Child Protection Policy:
  - Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils);
  - Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
  - Support (to pupils and school staff and to children who may have been abused);
  - Working with parents (to ensure appropriate communications and actions are undertaken).
4. This policy applies to all staff, governors and visitors to the schools. We recognise that child protection is the responsibility of all staff within our schools. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our schools prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.
5. Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the schools on these matters where appropriate.

## **Schools' Commitment**

6. The schools adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see schools as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.
7. Our schools 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 schools whom they can approach if they are worried or are in difficulty;
  - Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
  - Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
  - Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Criminal Record Bureau and List 99 checks.

## **Roles and Responsibilities – General**

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

## **Roles and Responsibilities of the Governing Body**

10. In accordance with the DCSF document *Safeguarding Children and Safer Recruitment in Education*, the Governing Body will ensure the following.
  - 10.1 The schools have safeguarding/child protection policy and procedures in place, and the policy is made available to parents on request.

- 10.2 The schools operate safe recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore the Headteachers and a nominated Governor have undertaken the NCSL safer recruitment on-line training and assessment and that other senior members of staff, if involved in leading on recruitment, have undertaken the NCSL off-line safer recruitment training and assessment
- 10.3 There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- 10.4 There is a senior member of the Foundation and/or each school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Senior Persons for Child Protection").
- 10.5 The Designated Senior Persons for Child Protection undertake training, in addition to basic child protection training, in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and has refresher training at two-yearly intervals.
- 10.6 The Headteachers, and all other staff and volunteers undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- 10.7 Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified.
- 10.8 The Chairman of Governors (or, in the absence of a Chairman, the Vice Chairman) deals with any allegations of abuse made against a Headteacher, in liaison with the Local Authority.
- 10.9 Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the Governing Body discharges its duties regarding safeguarding and child protection.
- 10.10 There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the schools, liaise with the Designated Senior Person for Child Protection, and provide information and reports to the Governing Body.
- 10.11 That each Head Teacher provides a report annually on child protection matters within their school.

## **Roles and Responsibilities of the Headteachers**

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

## **Roles and Responsibilities of the Designated Senior Persons for Child Protection**

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

### **12.1 Provision of information to the Local Authority and associated matters**

- be the first point of contact with the Local Authority;
- provide information to the Local Authority on how the Governing body discharges its duties regarding safeguarding and child protection (see section on Roles and Responsibilities of the Governing Body above);
- liaise with the Governing Body and the Local Authority on any deficiencies brought to attention of the Governing Body and how these should be rectified.

### **12.2 Referrals**

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

### 12.3 Training

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

### 12.4 Raising Awareness

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

### 12.5 Records of concerns and complaints

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

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

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

### **Records and Monitoring**

13. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our schools. The Designated Senior Persons for Child Protection are

responsible for such records and for deciding at what point these records should be passed over to other agencies.

14. Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records including any CAF (common assessment framework) forms by placing them in a sealed envelope, signed across the seal by the relevant Headteacher and only to be opened by him/her or their representative. These are then kept in the pupil file. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
15. Child protection records are stored securely, with access confined to specific staff, i.e. the Designated Senior Persons for Child Protection, the relevant Headteacher and the Deputy Headteacher (or the next most senior member of staff).
16. Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
17. Transfer: When children transfer schools their records are transferred. If there is child protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A record is kept of the date of such transfer of sensitive files and of the person to whom they are transferred. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to transfer the confidential records. This would include informing a senior member of the new schools that the records are being sent and a photocopy kept and then destroyed when the new school confirms receipt of the records.

### **Vulnerable Children - Supporting Pupils at Risk**

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

### **Support for Staff**

19. Staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person

as part of a disclosure or from another adult that will be emotionally upsetting.

20. Where a member of staff is emotionally disturbed as a result of dealing with a child protection concern, he/she should in the first instance speak to the relevant Designated Senior Person for Child Protection about the support he/she requires.
21. The relevant Designated Senior Person for Child Protection for Child Protection should seek to arrange support for the member of staff. Alternatively, the Designated Senior person for Child Protection can refer the member of staff to Victim Support, a national charity which helps people affected by crime and which provides free and confidential support.

### **Other Relevant Policies**

22. The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond pure child protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:
  - Behaviour Management
  - Anti-Bullying
  - Physical Interventions/Restraint
  - Special Educational Needs
  - Trips and visits
  - Work experience and extended work placements
  - First aid and the administration of medicines
  - Health and Safety
  - Sex Education
  - Site Security
  - Equal Opportunities
  - Toileting/Intimate care
  - ICT and access to the internet
  - Extended schools activities.
  - Searching pupils
  - Actions to be taken in the event of a missing boarding pupil

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

### **Complaints or Concerns Expressed by Pupils**

23. Loughborough Endowed Schools recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet

in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will also seek to ensure that the individual child/young person who makes a complaint is informed not only about the action the schools will take but also the length of time that will be required to resolve the complaint. The schools will also endeavour to keep the child/young person regularly informed as to the progress of his/her complaint.

24. In accordance with the Endowed Schools' Policy on 'Whistleblowing' an adult or pupil will not be penalised for making a complaint in good faith.

### **Recruitment and Selection of Staff**

25. The school's processes conform to the DCSF Guidance: Safeguarding Children and Safer Recruitment in Education January 2007. If the schools are asked to provide references for a member of staff about whom there have been any concerns about child protection/inappropriate conduct, then they have a duty to make those concerns known. If they are unsure of how to do this, the individual schools must contact the FST or the LES HR department.
26. The schools maintain a "vigilant Schools" policy by adopting a code of conduct and having an induction process that includes elements on safeguarding. (DCSF have "Guidance for safer working Practice for the protection of children and staff in educational settings" available through teachernet or the Child Protection Development Officer based at County hall)

## **APPENDIX 1**

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

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#### **A. General**

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

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

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done.
- 3) Report to the relevant Designated Senior Person for Child Protection in the school, even if the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child. Pass on the written record.
- 4) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

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

- 1) Begin a case file which will hold a record of communications and actions in a coherent order, to be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Access & Welfare Service or children's social care.
- 3) Share information confidentially with those who need to know.
- 4) Where the initial information reveals a cause for concern about a child in need (s17, Children Act 1989) and a decision has been made to refer the child/young person to children's social care, the Inter-agency Referral Proforma must be completed (see the Guidance Notes for the inter-agency Referral Proforma for Children in Need and their Families). Alternatively, if the initial information reveals a cause for concern that equates to child protection (s47, Children Act 1989), contact must be made immediately with children's social care, and then the Inter-agency Referral Proforma completed **within 24 hours.**
- 5) Make the necessary communications with the local children's social care office.
- 6) If the concern is about children using sexually abusive behaviour, refer to the separate guidance. See chapter 9 in the LSCB procedures.

- 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 schools, take advice from children's social care (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, children's social care should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

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

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- otherwise behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Relevant documents:

- DCSF Guidance: Safeguarding Children and Safer Recruitment in Education January 2007 chapter 5: Dealing with Allegations of Abuse Against Teachers and Other Staff
- LSCB Procedures Chapter 13

### **1) Individual Staff/Volunteers/Other Adults:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the relevant Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of a Headteacher, report immediately to the Chairman of Governors. Pass on the written record.

(If there is difficulty reporting to the Chairman of Governors, contact the Access & Welfare Service as soon as possible.)

## **2) Headteacher**

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

## **3) Chairman of Governors (only relevant in the case of an allegation against a Headteacher)**

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

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

**4) Access & Welfare Service:**

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

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

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

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

- ~ decide what action is needed, and who needs to be involved and informed.

## **6) Initial action and discussions (inter-agency)**

The Headteacher/DSP will in the first instance contact the Access and Welfare **service**. If it is then decided, on the basis of the referral or subsequent initial assessment, that child protection enquiries are required, a strategy meeting must be held. The timescales are as for any referral – 24 hours to decide that an initial assessment is required, and up to 7 working days to complete an initial assessment. Once an investigation is under way and it has been agreed that the member of staff should be informed, agencies should identify clear and named points of contact for regular updates, advice and support to the member of staff and their representatives in individual cases.

## **7) From the above discussions, there are three possible courses of action:**

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

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

## **8) Case subject to police investigation**

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

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

**9) If the case comes to trial**, the Crown Prosecution Service is responsible for the timescales, but the DCSF expects that:

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

Further Local Authority action:

- i. The Casework Monitoring Group will then consider:
  - ~ share what information is available from the Police
  - ~ identify what other information might be needed
  - ~ come to a view on what advice should be given to the schools regarding a course of action
  - ~ consider again whether the alleged perpetrator should be in post
- ~ pass the case to the Personnel Unit (LES HR) to contact the

schools.

- ii. The FST or Personnel Unit (LES HR) will discuss the information with the Headteacher (or the Chairman of Governors alone if the information is about a Head) to help decide whether a disciplinary hearing or further investigation is needed, **usually within 3 working days**. See below.

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

**11) Where a disciplinary investigation is required** the FST or the Personnel Unit (LES HR) will support the schools. If the allegations involve a Headteacher, the Personnel support is given to the Chairman of Governors. The FST or the Personnel Unit (LES HR) may support the schools in various ways, for instance by arranging for an investigation to be conducted by a person independent of the schools. An investigating officer should aim to provide a report within 10 working days. If possible a disciplinary hearing should be held within a further 15 working days.

## **12) GENERAL**

### **Monitoring casework**

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

### **Records**

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

### **Transfer of records**

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

### **Reporting to the DCSF**

Anonymised data on allegations is regularly required by the DCSF from the local authority, particularly to track how quickly cases are progressed.

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

### **Contacts and support for staff who are the subject of allegations**

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

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

### **Abuse of Trust**

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

## **APPENDIX 3**

### **Information for Parents**

#### **Suggested wording for an insertion in the schools's prospectus**

#### **Child Protection: Safeguarding children – Information for Parents**

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

*It is important for parents to be aware that:*

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

**The Designated Senior Persons for Child Protection are:**

Grammar School

- *Mr. P. Smith and Mr. D.W. Steele*
- *Other staff with child protection responsibilities:*  
*Mr. P.B. Fisher, Headmaster*  
*Mrs. H. Baker, SENCO*
- *Nominated Governor: Mrs. M. Gershlick*
- *Chairman of Governors: Mr. H.M. Pearson*

High School

- *Designated senior person for child protection: Mrs. J. Prescott, Deputy Headmistress*
- *Other staff with child protection responsibilities:*  
*Miss B. O'Connor, Headmistress*  
*Mrs. M. Starkings, Head of Years 7 & 8*  
*Miss C. Nelson, Head of Year 9*  
*Mrs. K. Snelling, Head of Years 10 & 11*  
*Mr. M. Starbuck and Miss C. Todd (Heads of Years 12 & 13)*
- *Nominated Governor: Mrs. M. Gershlick*
- *Chairman of Governors: Mr. H.M. Pearson*

Fairfield Preparatory School

- *Designated senior person for child protection: Mrs. J. Perkins, Head of Pastoral Care*
- *Other staff with child protection responsibilities:*  
*Mr. R. Outwin-Flinders, Headmaster*  
*Mrs. H. Baxter, KS1*  
*Mrs. M. Armstrong, KS2*  
*Mr. I. Booth, Head of ICT*
- *Nominated Governor: Mrs. M. Gershlick*

- *Chairman of Governors: Mr. H.M. Pearson*

Foundation

- *Designated senior person for child protection: Mrs. N. Stubbs, HR Officer*
- *Other staff with child protection responsibilities:*  
*Mr. K.D. Shaw, Foundation Secretary & Treasurer*
- *Nominated Governor: Mrs Mary Gershlick*
- *Chairman of Governors: Mr. H.M. Pearson*

**APPENDIX 4**

**CHILD PROTECTION - CASE INCIDENT FORM**

Child's name \_\_\_\_\_

Class \_\_\_\_\_

Date of Incident \_\_\_\_\_

How Suspicions/Evidence of Possible Abuse Obtained

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nature of possible abuse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence of abuse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Child's explanation of possible abuse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of member of staff \_\_\_\_\_

Signature \_\_\_\_\_

**CHILD PROTECTION – BASIC CASE DETAILS FORM**

Full name of child \_\_\_\_\_

Case Status \_\_\_\_\_

On at risk register \_\_\_\_\_

Key Worker \_\_\_\_\_ Telephone number \_\_\_\_\_

Child's Home Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Mother/Guardian \_\_\_\_\_

Marital status \_\_\_\_\_ Occupation \_\_\_\_\_

Work Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Father/Guardian \_\_\_\_\_

Marital status \_\_\_\_\_ Occupation \_\_\_\_\_

Work Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Other children in Household \_\_\_\_\_

Name of GP/Consultant

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Name of EWO

---

Is s/he involved?

---

Are children's social care involved?

---

Name of Social Worker

---

Other agencies involved

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**CHILD PROTECTION – CASE ACTION FORM**

Child's Name \_\_\_\_\_

Date of Incident \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Assessment of the Child's explanation  
\_\_\_\_\_  
\_\_\_\_\_

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

Action Plan  
\_\_\_\_\_  
\_\_\_\_\_

Agreed with member of staff reporting concerns YES/NO

Action taken  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Signature of Designated Person \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX 5**

### **Guidelines to follow if you suspect, or are told of abuse**

Adults looking after children or young people in schools should be aware of the risks of abuse (by adults or other young people) and take steps to reduce those risks.

Adults in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that it is happening.

The following key points give a guide on what to do and what not to do. You will find further details in the Procedures section of the Policy booklet and on the Local Safeguarding Children Board

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

2. As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done.

*These may help later if you have to remember exactly what was said – and to keep your original note, however rough and even if you wrote it on the back of something else (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards).*

3. Do not give a guarantee that you will keep what is said confidential or secret.

*If you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.*

4. Don't ask leading questions that might give your own ideas of what might have happened.

*Not "He did do X to you?" – just ask "what have you to tell me?" or "is there anything else you want to say?"*

5. Reassure the child and, as soon as possible, inform them what action will be taken next.

6. Immediately tell the Designated Senior Person for Child Protection. Discuss (unless one of them is accused or suspected of abusing) whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you)

*Don't tell other adults or young people what you have been told.*

7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc.

*Social Services staff and the Police are the people trained to do this – you could cause more damage and harm possible criminal proceedings.*

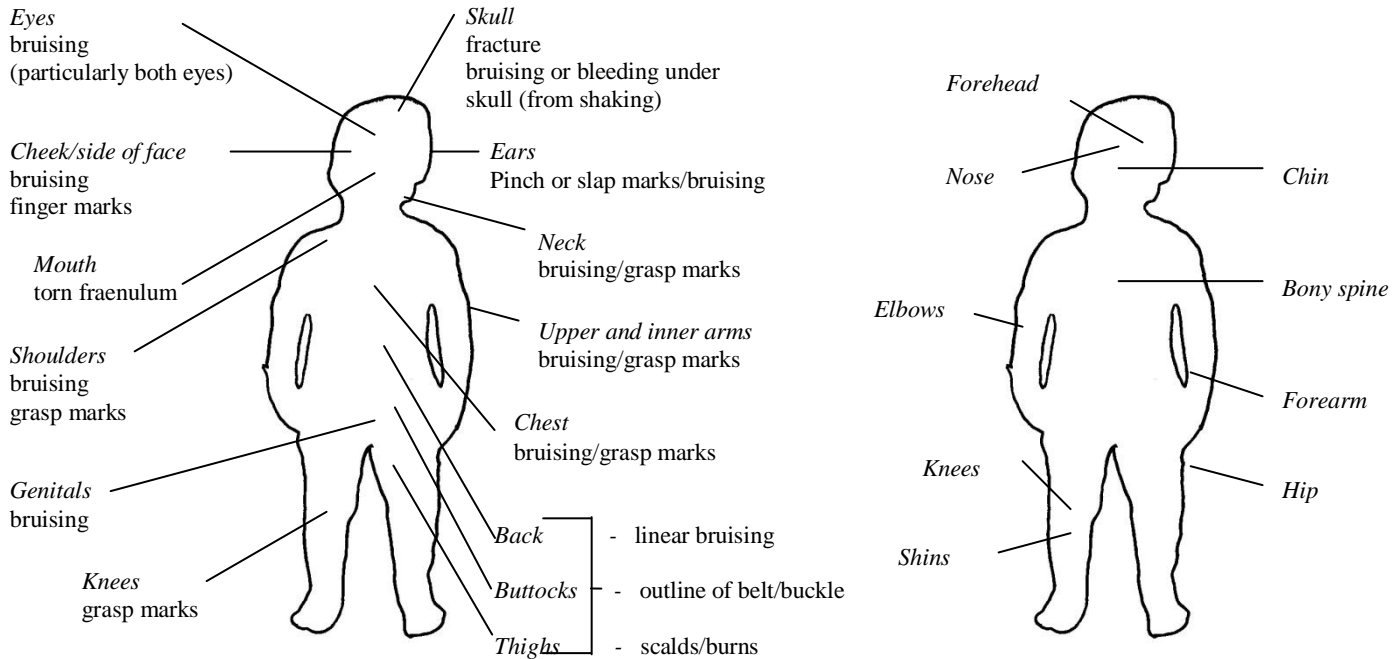
8. As soon as possible (and certainly within 24 hours) the Designated Senior Person for Child Protection should refer the matter to the local Social Care Office.

*Follow their requests about what to do next. They will set up any necessary investigations, and can advise you – that is their statutory job.*

9. Never think that abuse is impossible in your school or group or that the accusation against someone you know well and trust is bound to be wrong.

10. Make sure that your senior young people know the points on this sheet as well as the responsible adults.

Common sites for non-accidental injury  
Common sites for accidental injury



<u>Non-accidental injuries</u>	<u>Accidental injuries</u>
<p><i>Bruises</i> likely to be:            frequent            patterned, e.g. finger and thumb marks            old and new in same place (note colour)            in unusual position (see chart)            consider:            developmental level of the child and their activities            may be more difficult to see on darker skins</p> <p><i>Burns and scalds</i> likely to have:            clear outline            splash marks around burn area            unusual position, e.g. back of hand            indicative shapes, e.g. cigarette burns, bar of electric fire</p> <p><i>Injuries</i> suspicious if:            bite marks            fingernail marks            large and deep scratches            incisions, e.g. from razor blade</p> <p><i>Fractures</i> likely to be:            numerous - healed at different times            consider:            age of child, always suspicious in babies under two years or old delay in seeking treatment</p>	<p><i>Bruises</i> likely to be:            few but scattered            no pattern            same colour and age            consider:            age and activity of child, e.g. learning to walk            may be confused with birthmarks or other skin conditions</p> <p><i>Burns and scalds</i> likely to be:            treated            easily explained            may be confused with other conditions e.g. impetigo, nappy rash</p> <p><i>Injuries</i> likely to be:            minor and superficial            treated            easily explained</p> <p><i>Fractures</i> likely to be:            of arms and legs            seldom on ribs except for road traffic accidents            rare in very young children            may rarely be due to 'brittle bone syndrome'</p> <p><i>Genital area</i>            injury may be accidental (seek expert opinion)            soreness may be nappy rash or irritation, e.g. from</p>

<p>Sexual abuse may result in: unexplained soreness, bleeding or injury in genital or anal area sexually transmitted diseases, e.g. warts, gonorrhoea</p>	<p>bubble bath anal soreness may be due to constipation or threadworm infestation</p>
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Parental attitude is important in assessing all of the above - when a child is suffering a severe and painful injury most would seek medical help.