

# Whole-School Policy on Safeguarding and Child Protection

**SCHOOL:** St John with St Michael CE Primary School.



## Safeguarding & Child Protection Policy January 2017

### A. Named staff/personnel with specific responsibility for Safeguarding and Child Protection

Academic Year	Designated Safeguarding Lead or Deputy DSL	Prevent Lead	Nominated Governor
2017 -2018	Mrs Kate Garner Mrs Helen Metcalfe(Deputy) Mrs Gemma Roberts	Mrs Kate Garner Mr Greg Entwistle	Mr Greg Entwistle
2016-2017	Mrs Kathryn Thomas Mrs Kate Garner		Mr G Entwistle
2015-2016	Mrs Kathryn Thomas Mrs Kate Garner	Mrs Kathryn Thomas Mr G Entwistle	Mr G Entwistle
2014-2015	Mrs Kathryn Thomas Mrs Kate Garner		Mr G Entwistle

### B. Training for Designated Staff in School (DSLs should refresh their training every 2 years KCSIE 2016)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. LCC, Governor Services)
Mrs Helen Metcalfe	November 2017	LCC Level 4 and 5 DSL Training
Mrs Linda Oliver	18 <sup>th</sup> April 2017	LCC Level 4 and 5 DSL Training
Mrs Gemma Roberts	18 <sup>th</sup> April 2017	LCC Level 4 and 5 DSL Training
Mrs Kate Garner	December 2016 DSL Training	LCC Safeguarding Team

Mrs Kathryn Thomas	Safeguarding in Education Level 4 and 5 DSL Training 28 <sup>th</sup> June 2016	LCC Safeguarding Team
Mrs Kathryn Thomas	WRAP Training 2016	Lancashire Constabulary
Mr G Entwistle	Prevent Training	
Mrs Kathryn Thomas	DSP Training 3 <sup>rd</sup> June 2014	LCC
Mrs Kate Garner	December 2014 DSL Training	LCC

**C. Whole School Safeguarding Training** (all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates...as required, but at least annually..." KCSIE 2016)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training delivered by
Teaching and support staff  Induction Pack for New starters & copy of first part of KCSIE Inset 7 briefings	6/1/2017	Mrs Kate Garner
Welfare Staff	6/9/2016	Mrs K Thomas
Inset Day Teaching and support staff	3/9/2016	Mrs K Thomas Online Training
All Teaching and non-teaching staff	June 2015	Mrs K Thomas

**D. Safer Recruitment Training** in line with KCSiE 2016 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, on line training )
Mrs Kathryn Thomas	2016	WRAP training Lancashire constabulary
Mrs Kathryn Thomas	2014	LCC

**E. Review dates for this policy** (annual review required KCSIE 2016)

### **Bruising to Non-Mobile Children (LSCB Procedures 1.3 points 24 – 26)**

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and referred for immediate paediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility);

#### **In addition:**

When there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures;

Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for paediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining paediatrician. CSC will also assist with further information gathering at the request of the examining paediatrician should this be required

Go to Flowchart in Appendix 3 for procedure

## **12. Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites.

Keeping Children Safe in Education 2016, lists a range of specific safeguarding issues, these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances)

Go to <http://panlancashirescb.proceduresonline.com/index.htm> click on contents and go to CHILDREN IN SPECIFIC CIRCUMSTANCES

There is also further information regarding some of these issues:

#### **Radicalisation:**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately following section 5.32 of the LSCB procedures. <http://panlancashirescb.proceduresonline.com/index.htm>. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 57-76 of the Prevent guidance relates to schools

## **Modern Slavery**

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

Children do not need to give their consent to be referred to the NCA.

## **Female Genital Mutilation:**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators:

FGM: multi agency practice guidelines:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

Also s5.19 <http://panlancashirescb.proceduresonline.com/index.htm>

From, October 2015, all teachers who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 must immediately report this themselves to the police and involve CSC as appropriate. (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

### **Child Sexual Exploitation:**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive „something” (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability”

Via the curriculum this staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE will be reported to the DSL who will follow the LSCB procedures as defined in s5.22.

<http://panlancashirescb.proceduresonline.com/index.htm>

### **Children missing from education (CME):**

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation, Honour Based Violence and forced marriage.

The Local Authority's procedures for CME are currently being updated in line with national guidance. Contact Lancashire CME for further advice on

<http://www.lancashire.gov.uk/practitioners/supporting-children-and-families/education/children-missing-education.aspx>

### **Peer on Peer Abuse:**

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.

Peer on peer abuse can manifest itself in many ways. Some forms of peer on peer abuse are:

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on how to deal with sexting can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Procedures for dealing with peer on peer abuse are available via the LSCB and should always be followed:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_abuse\\_others.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_abuse_others.html)

### **For all Safeguarding issues:**

#### **a) Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way
  - which is not readily attributable to the normal knocks or scrapes
  - received in play

- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## **b) Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school pro forma.

## **13. SAFER SCHOOLS, SAFER STAFF**

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

In line with part three of KCSiE 2016, governing bodies and proprietors will take steps to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place. See flow chart in Appendix 5

A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the [Teacher Services' system](#).

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. The grounds on which a section 128 direction may be made by the Secretary of State are found in the relevant regulations.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS.

**There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.**

In line with part four of KCSiE 2016, governing bodies and proprietors will ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the LADO at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSiE 2015 para122, p39)

### **Confidentiality in relation to allegations.**

In the event of an allegation being made, our school/college will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media eg Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

**Go to: <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to Chapter 6 – Safer Workforce**

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance. It is recognised that for most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSiE 2016)

On induction, all staff and volunteers, will be given the LCC Induction Pack and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings March 2009. They will sign to say that they have had this document and will work within it.

## **14. ONLINE SAFETY**

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges)

and/or – for maintained schools and colleges – through sex and relationship education (SRE).

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's online safety policy ICT security policy will explain how we try to keep pupils safe in school when using the internet and mobile technology.

## **15. USE OF MOBILE PHONES AND CAMERAS**

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2014).

Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

### **Procedures**

Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on school cameras and a secure school server.

The schools digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

It is acknowledged that often photographs may contain other children in the background.

On admission, parents will be asked to sign the consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.

Staff cameras and mobile phones are prohibited in all toilet areas

## **16. RELATED SCHOOL SAFEGUARDING POLICIES**

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with
- the provision of safe and effective care
- taking action to enable all children to have the best outcomes

and relates to:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits and work experience
- intimate care
- internet or online safety
- appropriate arrangements to ensure school security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking pupils off roll
- care taken to ensure that pupils placed in alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including online bullying (cyberbullying)
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- preventing radicalisation (Children who may be vulnerable to violent extremism)
- Sexting
- Teenage relationship abuse
- Trafficking.

Go to <http://panlancashirescb.proceduresonline.com/index.htm>  
and click on contents and go to **CHILDREN IN SPECIFIC CIRCUMSTANCES**

Related school policies include:

- Attendance, admissions & exclusions
- Anti-bullying
- Behaviour
- Child Protection
- Children Missing Education
- Care and control / positive behavior
- Complaints

- Discipline
- Educational Visits
- Equal opportunities
- Online Safety inc Acceptable Use Policy ( AUP)
- Extended Services/ before and after school
- Equality
- First Aid (inc. medicines, intimate personal care etc)
- Health and Safety
- Home School Agreements
- Induction
- Intimate Personal Care
- Managing Allegations
- PSHE inc Sex and Relationships Education
- Restrictive Physical Intervention
- Recruitment and Selection
- Special Needs
- Staff behaviour/codes of conduct
- Staff Discipline
- Use of photographs/videos/ imagery
- Whistle blowing

## **SCHOOL CHILD PROTECTION PROCEDURES**

The Designated Safeguarding Lead will ensure that the school Child Protection policy is made publically available and that parents are aware of the fact that all cases of suspected abuse or neglect will be referred to Children's Social Care and the school/colleges' role within this. That staff know the policy and use it appropriately, it is reviewed and updated regularly along with the governing body/ proprietors/management committee.

### **What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?**

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (**DSL**) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

**The Designated Safeguarding Lead is: Mrs Kate Garner**

**The Back up Designated Safeguarding Lead is: Helen Metcalfe or Gemma Roberts**

**The Prevent Lead is Mrs Kate Garner**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL/back up DSL will assist in determining the most appropriate next course of action:

#### **Staff should never:**

- Do nothing/assume that another agency or professional will act or is acting.

- Attempt to resolve the matter themselves, the process in our school is that all concerns are reported to the DSL/backup DSL, if no one who is DSL trained is contactable, then the concerns are reported to the next most senior member of staff.

### **What should the DSL consider right at the outset?**

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met in or by the school or by accessing universal services/undertaking a level 2 CAF/TAF without referral to Children's Social Care
- By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? **(Level 3 on the Continuum of Need (CoN))**
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm)? **(Level 4 on the CoN)**
- What information is available to me: Child, Parents, Family and Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 531196)
- If I am not going to refer, then what action am I going to take? (e.g. CAF, time-limited monitoring plan, discussion with parents or other professionals, recording etc)

### **Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

### **Thresholds for Referral to Children's Social Care (CSC)**

Where a Designated Safeguarding Lead or back up considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

#### **(i) Is this a Child In Need?**

Under section 17 (s17(10)) of the Children Act 1989, a child is in need if:

- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

#### **(ii) Is this a Child Protection Matter?**

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

**The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and 'risk' when to refer.**

### **Making Referrals to CSC (Guidance for the Designated Safeguarding Lead)**

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** – needs and risks are met through Universal Services or simple specific agency response
- **LEVEL 2** – evidence of some unmet needs and low risk. Targeted Service Provision via CAF/TAF
- **LEVEL 3** – higher levels of unmet needs and medium risk. Child in Need (CIN)
- **LEVEL 4** – Significant unmet needs and high risk. Child Protection (CP) and Looked After Children.



The link below enables access to the documents to enable a referral to CSC

<http://www.lancashiresafeguarding.org.uk/>

CAF/TAF forms as well as relevant guidance documents can be found at:

[https://schoolportal.lancsnqfl.ac.uk/sp\\_atoz/service.asp?u\\_id=3414&strSL=C](https://schoolportal.lancsnqfl.ac.uk/sp_atoz/service.asp?u_id=3414&strSL=C)

## CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order
- Take no further action
- Step down to Wellbeing, Prevention and Early Help

## Feedback from Children's Social Care

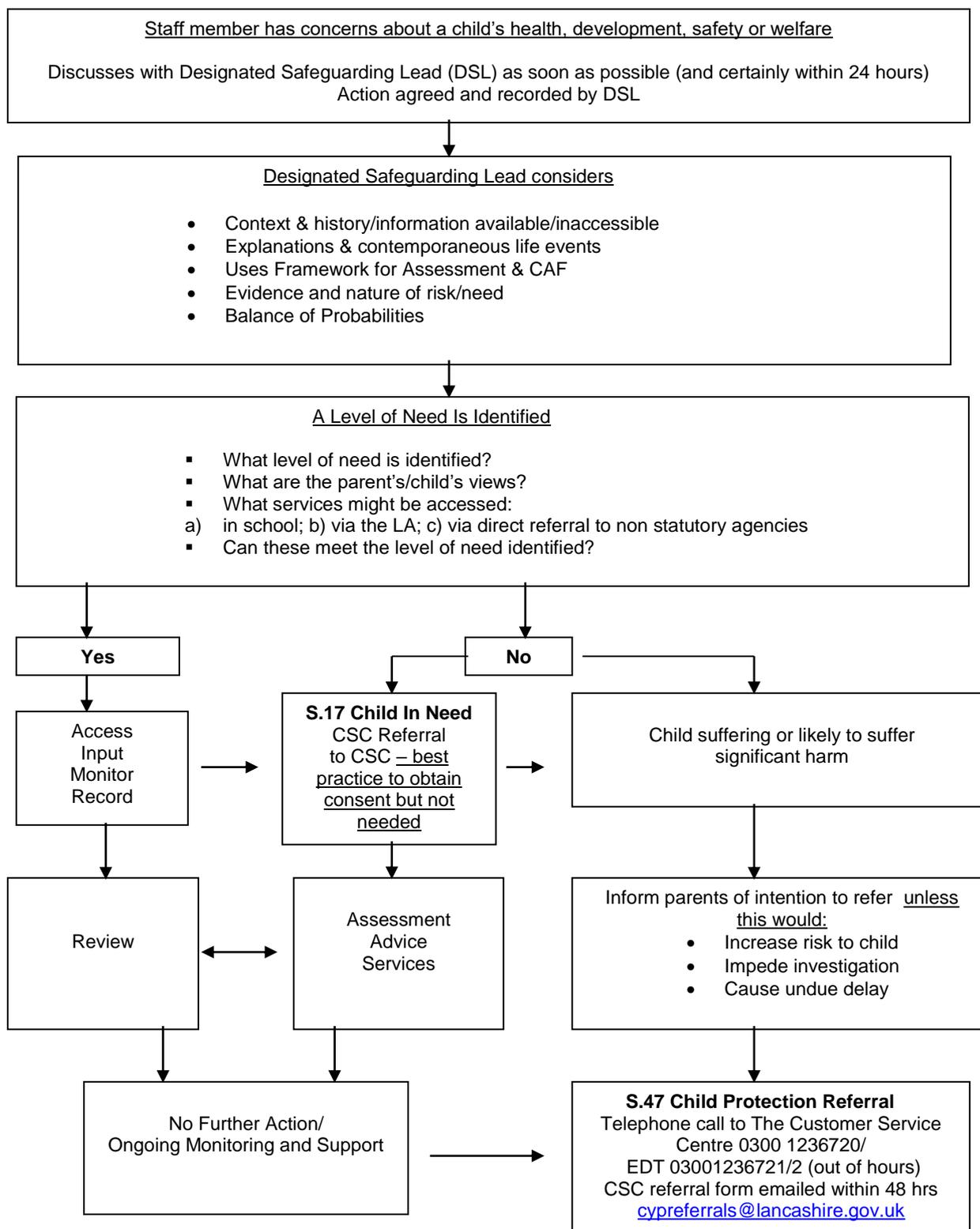
Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **ONE** working day. If the referrer has not received an acknowledgement within **THREE** working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a **maximum of 7 working days**.

## Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, and/or episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?

- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

# APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



## APPENDIX 2: TALKING AND LISTENING TO CHILDREN

### If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

### You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

### Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

### Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### What information do you need to obtain?

- Schools have **no investigative role** in child protection
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

### If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?

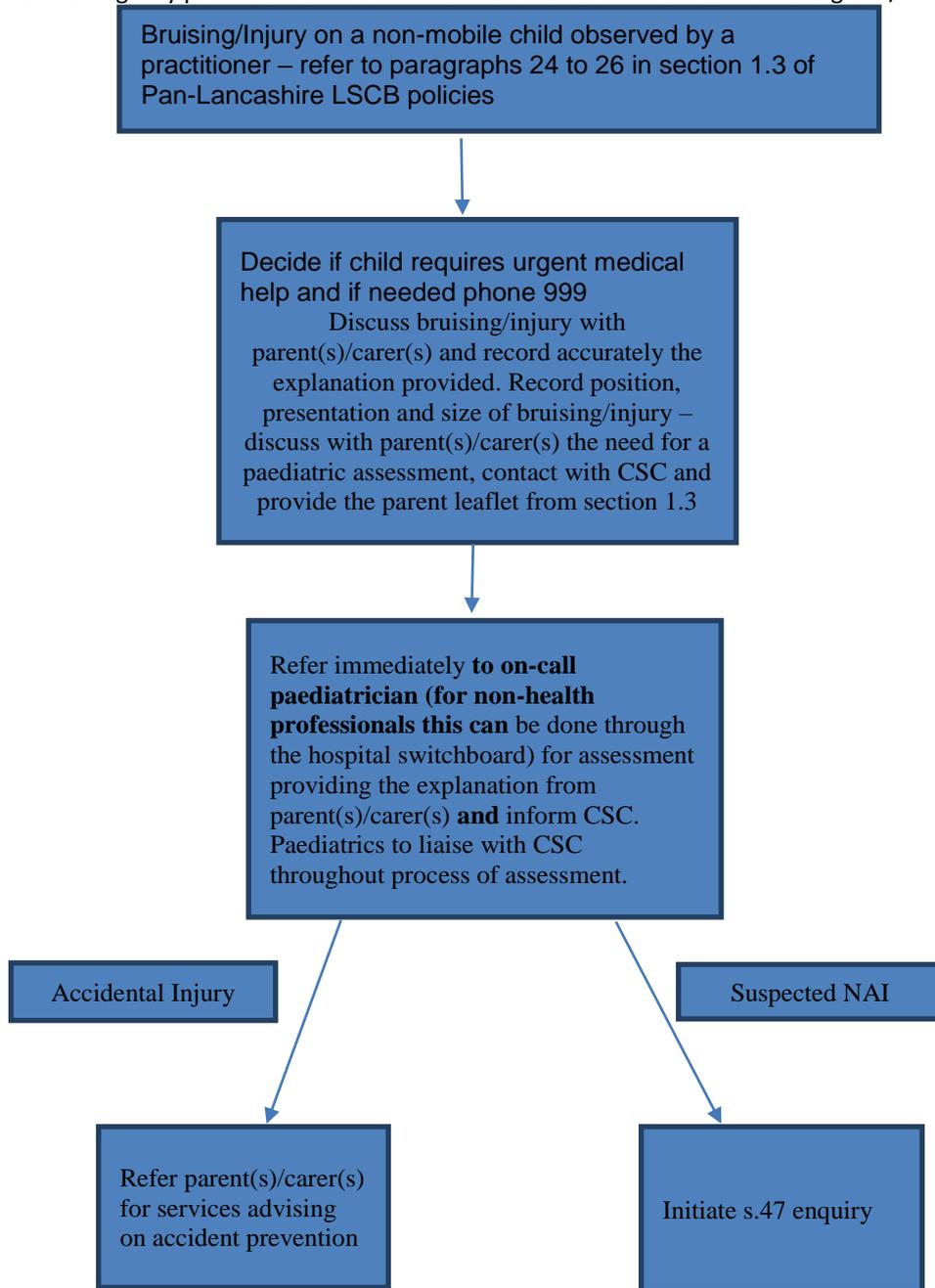
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... .. '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

**What else should we think about in relation to disclosure?**

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

### APPENDIX 3 Bruises to Non Mobile Children Flow Chart

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.



### APPENDIX 4: Children’s Social Care

#### Referrals

## Lancashire

The Customer Service Centre 0300 123 6720  
email address for referrals [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk)  
Emergency Duty Team (Out of Hours) 0300 123 6721/3

### Customer Service Contact Numbers in neighbouring Local Authorities:-

**Blackburn with Darwen** 01254 666400 EDT 01254 587547

**Blackpool** 01254 477299

**Cumbria** 0333 240 1727

**North Yorkshire** 01609 536993 EDT 0845 0349417

**St Helens** 01744 676600 or 0300 6500 148 EDT 0845 0500 148

**Wirral** 0151 606 2008 EDT 0151 604 63501

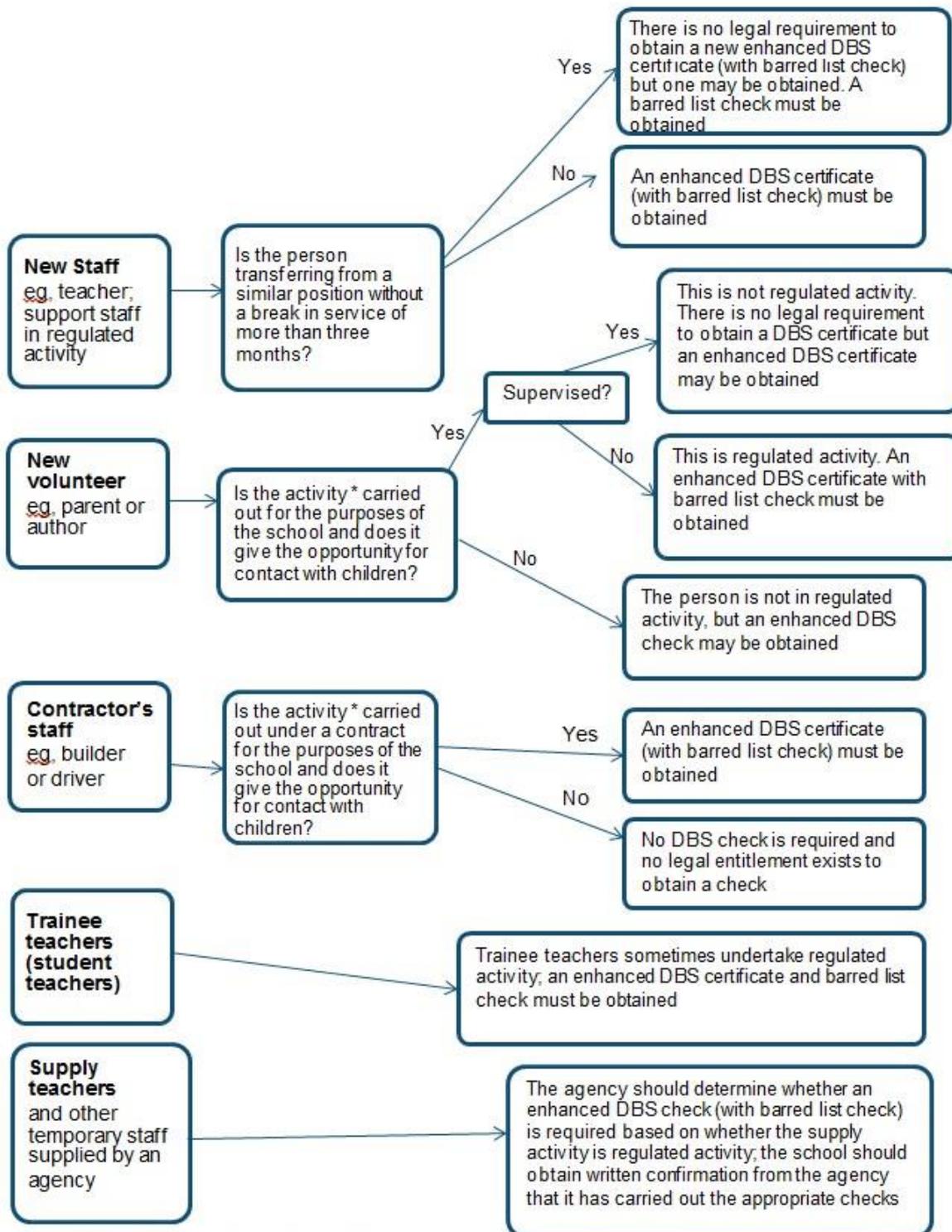
**Sefton** 0845 140 0845 EDT 0151 9208234

**Rochdale** 0300 303 0440 EDT 0300 303 8875

**Bradford** 01274 437500 EDT 01274 431010

**Wigan** 01942 828300 EDT 0161 834 2436

## APPENDIX 5: DBS Check Flowchart



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