



Liskeard School and Community College

Keeping Children Safe in Education Child Protection and Safeguarding Policy

“Safeguarding is everyone’s responsibility”

Key Information

- This policy was developed and adopted by the governing body on: 21 February 2017
- The policy will be reviewed: October 2017
- The Designated Safeguarding Lead (DSL) is: **Roger Quaintance**
- The Deputy Designated Safeguarding Lead (DDSL) is: **Tracy Newman and Corinne Holroyd**
- The name of the Designated Teacher for Children in Care is: **Roger Quaintance**
- The Single Point of Contact (SPOC) for the Prevent agenda is: **Roger Quaintance**
- The Child Sexual Exploitation Lead is: **Roger Quaintance**
- The named Safeguarding Governor is: **Davina Finch**

This policy is based on the template sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016. It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor).

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1. Introduction and Context:

1.1 Our responsibilities

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

This policy develops procedures and good practice within our school, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, parents and carers through the school's website and a hard copy will be available via the Head's PA.

1.2 Meeting your communication needs

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

1.3 Terminology

- **Child** includes everyone under the age of 18 years old
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.

- **Governing Body** – refers to all forms of governance within a multi academy trust, academy or maintained school
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

1.4 Acronyms used in this policy:

DSL – Designated Safeguarding Lead

DDSL –Deputy Designated Safeguarding Lead

MARU –Multi Agency Referral Unit

CSE – Child Sexual Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised September 5th 2016)

CIOS SCB – Cornwall Isles of Scilly Safeguarding Children Board

LADO – Local Authority Designated Officer

1.5 Key Documents:

This is an overarching policy and should be read in conjunction with the following documents:

‘Working Together to Safeguard Children’ (2015), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (Sept 2016), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

‘What to do if worried a child is being Abused: Advice for Practitioner’. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools). The guidance is available via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Children Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Child Sexual Exploitation – Further guidance is available via the following link:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/safeguarding-topics/child-sexual-exploitation-and-missing-children/>

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures: www.swcpp.org.uk

and

Cornwall and the Isles of Scilly Safeguarding Children Board www.safechildren-cios.co.uk

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act

2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Board.

This policy should also be read in conjunction with the following policies linked to safeguarding within the school:

- **Anti-bullying**
- **E-safety**
- **Equality**
- **Acceptable ICT Use for staff**
- **Behaviour for Learning**
- **Data Protection and Freedom of Information**
- **Recruitment**
- **Use of force to control or restrain pupils**

2: Our Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
 - Our school maintains an attitude of 'it could happen here' at all times.

2.1 Key elements to this policy:

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL is.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.

- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. At Liskeard School and Community College (LSCC), we use “My Concern”. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by the school.

3. Early Help:

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services. These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL of deputy DSLs and a record kept of this discussion. If further advice is needed or the school wishes to make a referral then they would contact the Early Help Hub.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following link:

<https://www.safechildren-cios.co.uk>

<http://www.safechildren-cios.co.uk/media/18591641/multi-agency-threshold-guidance.pdf>

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

Contact details:

- **Telephone: 01872 322277**
- **Email: earlyhelphub@cornwall.gov.uk**
- **Website: www.cornwall.gov.uk/earlyhelphub**

4. Child Abuse:

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015).

4.1: Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

4.2: Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.3: Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

4.4: Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may include a failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

4.5: Bullying

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[refer to Anti-bullying policy)**.

5: Reporting your concerns:

5.1: General Principles

In the first instance, if a member of staff has a concern about a child they should report this immediately to the DSL or deputy DSLs and a disclosure form completed (see Appendix F).

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

5.2 If the DSL/DDSL are not available.

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

Contact details: MARU 0300 123116

If the concerns arise out of office hours contact 01208 251300

If they are unsure they can contact MARU for advice and guidance.

5.3 Contacting MARU (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have

5.4 Making a referral in writing:

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website www.safechildren-cios.co.uk You must then send it in by secure email which is clearly highlighted on the referral form:

<https://www.cornwall.gov.uk/media/20401433/cornwall-inter-agency-referral-form.doc>

MARU Secure email: multiagencyreferralunit@cornwall.gcsx.gov.uk

5.5 Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

5.6 Resolution of Professional Differences

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

5.7 If the Child/Family are already known to Social Care

When a member of staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MARU who will provide contact details of the worker and/or their manager.

6. Specific Safeguarding Issues:

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Schools and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through www.safechildren-cios.co.uk

Liskeard School and Community College will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2016) provides more detail on the following:

6.1: Child Sexual Exploitation (CSE)

“Child sexual exploitation” is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point’. (KCSIE September 2016)

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

In addition the school would access the CSE tool kit on the South West Child Protection Procedures website. www.swcpp.org.uk

Potential indicators of CSE are contained within Appendix A.

6.2 Radicalisation/PREVENT

Liskeard School and Community College will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The Head Teacher and Chair of Governors will:

Establish or use existing mechanisms for understanding the risk of extremism

Ensure staff understand the risk and build capabilities to deal with issues arising

Communicate the importance of the duty

Ensure **All** staff and Governors implement the duty

Ensure the risks of Radicalisation are referred to within all relevant policies including Anti-bullying and E-safety.

Liskeard School and Community College will respond to any concern about Radicalisation /Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2016) Please refer to Liskeard School and Community College's E-safety policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the Liskeard School and Community College SPOC: Roger Quaintance with any concerns.

Additional contact details:

**Concerns can be discussed with the Prevent Lead for Cornwall:
Steve Rowell email: prevent@cornwall.gov.uk**

MARU can also be contacted for advice: 0300 1231 116

Emergency Out of Hours: Tel No: 01208 251300

If immediate and serious concerns call the police on 999

6.3 Female Genital Mutilation (FGM)

Liskeard School and Community College recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

6.4 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to Liskeard School and Community College's Anti Bullying, Equality and E-safety policies.

6.5 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Liskeard School and Community College recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare, Liskeard School and Community College will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.6 E.safety/Online safety

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

Liskeard School and Community College takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Liskeard School and Community College's E-safety policy and the Acceptable ICT Use policy for staff.

6.6.1 Filtering

Liskeard School and Community College is adhering to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our E-safety policy.

6.7 Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

6.8 Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

6.8.1: EHE- Elective Home Education

When appropriate, we will advise the Local Authority of when children leave our school to be electively home educated at the earliest opportunity.

6.8.2: Reduced Time Tables

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought

to ensure the child/young person has their full entitlement. County CMOE (Children Missing Out Education) forms are completed.

6.9. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016)

A designated children in care lead has been appointed from the senior leadership team. In Liskeard School and Community College, this person is currently Roger Quaintance.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICESSE).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within the school who are in care. The school also has a Deputy designated Child In Care lead: Corinne Holroyd.

6.10 Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

6.11 Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

However, the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

6.12 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

7. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

8. Record Keeping:

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

At Liskeard School and Community College, we use "My Concern".

9. Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to

reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Head Teacher must be informed. If the Head Teacher is not available, then the DSL should be advised.

If the allegation concerns the Head Teacher, then the CEO and Chair of the Trust in a MAT and the Chair of Governors in a maintained school must be informed.

In all situations regarding an allegation of abuse against a member of staff/volunteer/governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances, our Head Teacher or Chair of Governors (if the allegation is against the Head Teacher) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

Contact details LADO: 01872 326536

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-
<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

10. Whistleblowing:

Liskeard School and Community College recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

We advise our staff of our whistleblowing policy and of how it can be implemented. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. If necessary, the member of staff will speak to the delegated 'Whistleblowing' Governors who are:

Mrs Helen Arnold helenarnold111@googlemail.com and

Mr Mark Wigley mark.wigley@cornwall.gov.uk or mark@dobwalls55plus.com

In the event that you do not feel able to follow the school's whistleblowing policy and remain concerned, you must discuss your concerns with an appropriate independent body. In this situation, you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

11. Key Safeguarding Roles and Responsibilities: (see Appendix D)

11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Liskeard School and Community College follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above, Liskeard School and Community College follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

11.3 Governing Body including the role of the Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016). In addition, Liskeard School and Community College have outlined these responsibilities in Appendix D.

12. Safer Recruitment

Liskeard School and Community College operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safer recruitment training through an accredited training programme

Liskeard School and Community College holds a Single Central Record (SCR) which demonstrates that the school has carried out the range of checks required by law on its staff.

Liskeard School and Community College complies with the requirements of KCSIE, September 2016 - Part 3.

Liskeard School and Community College complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

The above is overseen by the Head's PA, Rosemary Shufflebotham.

13. Attendance at Child Protection Conference:

If a child or young person becomes the subject in a Child Protection Conference as a school, Liskeard School and Community College may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSLs. In exceptional circumstances, another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on

behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan.

14. Training:

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016).

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors' meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Child discloses Abuse.

Our DSL and DDSs will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSs to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE; in particular, the role of the Safeguarding Governor. In addition to this training, the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school is keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

15. Extended school and off-site arrangements:

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/child protection arrangements are in place.

16. Photography and images:

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school. It is permissible for staff to use their own mobile phone provided only updates are uploaded on to the school network and any photos are deleted from staff members' own mobile phones. Best practice is to use school equipment.

17. Supporting Staff:

Our school recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

In addition the member of staff should be able to access support through:

- **Their own GP**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**

The DSL and Safeguarding Governor will take responsibility for updating this policy and inform all staff and the Governing Body of key changes.

Appendix A: Signs and Indicators of Abuse:

A more comprehensive list will be considered within staff training; however, this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Neglect

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.

It is also impossible to recognise that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE)

Many aspects of CSE take place on line so it may be difficult to identify this within school. However abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual it is important that you do not assume it could not happen here.

Indicators may include:

- Days absent from school
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs

- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practise FGM.

Appendix B: Dealing with a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSLs during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You RECORD AND REPORT:

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
E.g. How did you?
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is **BUT** you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

Types of Questions you can ask:

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

Staff MUST NOT

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret

APPENDIX C: Procedures if an allegation is made against a schools staff member (including volunteers and governors)

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made, then they will advise you to complete the appropriate referral form. Please follow the link to:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/>

This should then be sent in via MARU.

If you receive a disclosure about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.

Appendix D : Key Roles and Responsibilities:

Designated Safeguarding Lead (DSL):

The school follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

Deputy Designated Safeguarding Leads (DDSLs):

As above. They will be trained to the same level of the DSL.

All records are kept centrally and available to be accessed by the designated safeguarding staff.

Governing Body

The governing body to ensure that they meet the requirements of Part 2 of KCSIE (September 2016) which includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that the school has a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role.
- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children
- Ensuring that the school has a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSLs needs to be sufficient in number depending upon the size and demands of the school.
- That the DSL/DDSLs are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That the school has a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues;
- Liskeard School and Community College has an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.

- Safeguarding is an agenda item at every full governing body meeting
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistleblowing governor.
- That all staff (including volunteers and frequent visitors) who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about Liskeard School and Community College's policies and procedures.
- That all staff have regular reviews of their own practice to ensure ongoing personal/
- professional development.
- That all staff receive the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an E-safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to/refer, where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be Privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers, as appropriate, including displaying on the school's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.

Appendix E: Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured, consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/Travellers/language/religion were involved
- Parents with a mental health problem/learning disability/stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices

Appendix F: Disclosure Form

REFERRAL/CONCERN REPORT FORM

To be completed by ALL workers logging a Concern/Disclosure about a Child's Safety and Welfare

Child's Name:	Date of Birth:
Date:	Time:
Printed name	Signature
Position/role:	
Note the reason(s) for recording the incident/concern.	
Record the following factually:	Who?
	What?
	Where?
	When?
Offer an opinion where relevant (how and why might this have happened?) Please ensure that you substantiate your opinion.	
Note action taken, including names of anyone to whom your information was passed.	

THIS FORM MUST BE PASSED IMMEDIATELY TO THE DESIGNATED SAFEGUARDING LEAD (OR COVER IN THE ABSENCE OF THE DSL)

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CHILD PROTECTION PROCEDURES
GUIDANCE FOR SCHOOL STAFF

February 2017

LISKEARD SCHOOL AND COMMUNITY COLLEGE

Name and role of person to whom this document has been provided:

.....

Date Received:

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Child Protection Procedures

1) Scope and purpose of these procedures

1.1 The purpose of this guidance is to provide workers with an overview of child protection definitions, responsibilities and procedures.

This guidance applies to all maintained, academy, independent, short stay, free schools and FE Colleges. Throughout the document all such establishments are referred to as 'schools'. The guidance should be read in conjunction with the school's Child Protection and Safeguarding Policy along with other relevant guidelines and procedures. They apply to the Headteacher/Principal, all staff (including supply, agency and peripatetic workers), volunteers and anyone working on behalf of Liskeard School & Community College and explain what action should be taken if there are concerns that a child is, or might be, suffering harm. A child is a person under 18 years but the principles apply also to vulnerable young adults over 18 years.

Please refer to the South West Child Protection Procedures (SWCPP) <http://www.online-procedures.co.uk/swcpp/> and the Cornwall and Isles of Scilly Safeguarding Children Board (CIoSSCB) <http://www.safechildren-cios.co.uk> for more extensive information and guidance.

2) What is Child Protection?

2.1 Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect children who are suffering, or at risk of suffering, significant harm.

2.2 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development.

3) Responsibilities and roles

3.1 All those who come into contact with children and families in their work (paid or unpaid), including those who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

3.2 Governing bodies/proprietors are accountable for ensuring their establishment has effective policies and procedures in place and for monitoring the school's compliance with them. The procedures should be reviewed regularly and the governors/proprietors should provide information to the Local Safeguarding Children Board (LSCB), through annual safeguarding returns (Section 175/157 Education Act 2002), about how their duties in relation to safeguarding have been discharged. Each governing body should nominate an individual member to take the lead in safeguarding.

3.3 This school has a Designated Safeguarding Lead (DSL) with responsibility for child protection who is Mr Roger Quaintance, Assistant Headteacher. This is the person with whom you should normally discuss any concerns or disclosures and s/he should be able to offer appropriate advice and refer to other agencies as necessary. The officer providing cover in the absence of the DSL(s) are Mrs Tracy Newman and Mrs Corinne Holdroyd. Throughout this document, please read 'DSL' to relate to BOTH the DSLO and the officer providing cover for the DSL.

Please note: The school's Keeping Children Safe in Education Child Protection and Safeguarding Policy (February 2017) provides more comprehensive detail of the Role and Responsibilities of the DSL.

3.4 The Children's Early Help, Psychology & Social Care Services and the Safeguarding Standards Unit can also offer advice and guidance on safeguarding and child protection matters.

3.5 All action should be taken in line with the following guidance:

- South West Child Protection Procedures
<http://www.online-procedures.co.uk/swcpp/>
- 'Working Together to Safeguard Children - March 2015' - Department for Education
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- 'Keeping Children Safe in Education - September 2016 – Department for Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 'What to do if you're worried a child is being abused – advice for Practitioners' - March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- 'Guidance for Safer working Practice for those working with Children and Young People in Education Settings' October 2015
<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

4) What is child abuse?

4.1 The following definitions are taken from *Keeping Children Safe in Education (September 2016)*:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

i) Physical abuse - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical

harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii) Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

iii) Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

iv) Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.2 The following additional information in regard to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Preventing Radicalisation is taken from **Keeping Children Safe in Education (September 2016)**

i Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual Exploitation can take many forms ranging from seemingly 'consensual' relationships where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

ii Female Genital Mutilation (FGM)

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

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi Agency Practice Guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>. Chapter 9 of these guidelines focuses on the role of schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mandatory Reporting Duty

From 31 October 2015, Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers¹, along with social care workers and healthcare professionals, to report to the police visually confirmed or verbally disclosed incidents where FGM appears to have been carried out on a girl under 18.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

¹ Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

iii Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and child care, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and Colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

All staff to complete an on-line Prevent training via the following link:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

4.3 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These definitions do not minimise other forms of maltreatment.

5) Recognising child abuse – signs and symptoms

5.1 The South West Child Protection Procedures provide extensive information in relation to signs and symptoms to help recognise child abuse at <http://www.online-procedures.co.uk/swcpp/>

5.2 Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety.

5.3 The following information will help you to be more alert to the signs of possible abuse.

i) Physical abuse

Physical abuse describes physical injuries to a child as a result of acts of commission or omission. This includes anything from a hand slap to death by suffocation. Injuries may be caused by blows, punches, kicks, shakes, bites, belts, scalds, burns, suffocation, drowning or poisoning.

Please note – illness fabricated or induced by carers is usually classified as physical abuse.

ii) Emotional abuse

Emotional abuse is part of all the other abuses but also occurs without them. A child witnessing family violence may be physically well cared for but emotionally distraught. Emotional abuse includes discouragement, ridicule, unfairness, hostility, threats and bullying.

Behaviours/symptoms suggestive of emotional abuse

- Continuous withholding of approval and affection by parent/carer
- Discipline severe and inappropriate, or non-existent, with few
- or no boundaries set
- Exploitation by parents/carer to fulfil their needs
- Continual self-deprecation
- Fear of new situations
- Impaired ability for play and enjoyment
- Lack of curiosity and natural exploration, air of detachment
- Inappropriate emotional responses to painful situations
- Delayed social and language skills
- Persistent head banging or rocking in a younger child
- Enuresis and encopresis (wetting and soiling)
- Compulsive stealing/scrounging
- Drug/solvent misuse
- Low self-esteem, feeling of worthlessness
- Social isolation (including from friends)
- Behavioural difficulties including aggression, disruptive behaviour
- Attention seeking
- Eating disturbances, poor growth
- Family history of domestic violence, mental illness of a carer
- or substance misuse
- Depression, withdrawal
- Frozen watchfulness
- Only happy at school or kept away
- Pseudo mature or explicit sexual behaviour
- Open masturbation or aggressive sex play with peers
- Stomach pains without medical explanation
- Self-harm, mutilation, overdose or attempted suicide

iii) Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Physical injury may be part of sexual abuse, eg bites on the breasts or sadistic burns.

iv) Neglect

Neglect can be a difficult form of abuse to recognise, yet has some of the most lasting and damaging effects on children.

Failure to provide food, clothing, shelter, safekeeping, nurture and teaching may constitute neglect. In addition, a neglected child:

- May fail to grow and develop to his full potential
- Is at risk of long-term disability following accidents, respiratory disease
- Is at risk of poor mental health
- Is more likely to have inter-current infection especially chest infections, ear infections
- May have incomplete immunisations

Signs of possible neglect may include:

- Hunger; stealing food from other children
- Clothing which is dirty or inappropriate for the conditions
- Dirty body; smells; nails thick, yellow, dirty
- Hair thin, wispy
- Height, weight, mid-upper arm or head circumference demonstrate poor growth.
- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends

NB: Many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour.

6) Responding to a child who makes a disclosure or allegation

The person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth. That is a task for the Children's Early Help, Psychology & Social Care Services and the Police following a referral to them of concern about a child. The role of the person to whom a child makes a disclosure or allegation is to act promptly on the information they have received. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information is shared appropriately.

If a child makes a disclosure or allegation you should:

- Stay calm and listen carefully to what is said. You do not need a 'witness'.
- Carefully explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at her/his own pace and do not interrupt if they are freely recalling events
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions should be framed in an open manner and not 'lead' the child in any way. For example say, "Tell me what has happened", rather than, "Did s/he do..."
- Reassure the child that s/he has done the right thing in telling you. Explain what you will do next and with whom the information will be shared
- Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'

- Contact your DSL as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the Multi Agency Referral Unit (MARU)
- Record in writing what was said, including the child's own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Do not discuss with parents/carers.

Guidance on Information Sharing is available at the following links:

- The South West Child Protection Procedures - <http://www.online-procedures.co.uk/swcpp/procedures/allegations-against-staff/record-keeping/information-sharing-confidentiality/>
- Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers – March 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

7) Responding to concerns or suspicions of abuse

7.1 Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on and discussed without delay with the DSL. Doing nothing is **not** an option. If the child/young person is felt to be in immediate danger, the Police should be called.

7.2 A careful and, as far as possible, verbatim record should be made of what you have seen/heard that has led to your concerns and the date, time, location and people who were present. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Do not ask to see injuries that are said to be on an intimate part of the child's body.

7.3 Referrals/concerns should be made to the DSL using the **Referral/Concern Report Form** provided in the school's **Keeping Children Safe in Education Child Protection and Safeguarding Policy (February 2017)**

7.4 If the DSL is not available you should discuss your concerns with either

- another senior member of staff or
- the Multi Agency Referral Unit (MARU)

The DSL must telephone the referral to the MARU without delay². The decision to notify parents that a referral is being made, will depend on the details of individual cases and will be made by the DSL. The DSL should keep a record of the conversation with the MARU, noting what actions have been/will be taken and by whom, giving the date and time of the referral. The referral should be confirmed in writing on the multi-agency referral form as soon as possible and within 48 hours.

7.5 Do not share information with your colleagues or investigate any further.

² It is recognised that whilst the Designated Lead is responsible for liaison with agencies, DfE Keeping Children Safe in Education May 2016 (up-dated Sept 2016) states that 'if at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral**'.

8) Responding to allegations or concerns about staff or volunteers

8.1 Employers have a duty of care to their employees and should ensure they provide effective support for anyone facing an allegation.

8.2 Rigorous recruitment and selection along with robust safeguarding procedures and adherence to safer practice guidance should help to protect both staff and students.

8.3 In all cases of allegations against a member of staff or a volunteer, the Headteacher/ Principal/ Chair of Governors, must contact the Local Authority Designated Officer (LADO) by ringing the MARU on 0300 1234 1116 and follow the procedures as outlined in the school's safeguarding and child protection policy.

8.4 The process must be followed in all cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) 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
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

8.5 If you have reason to believe that a member of staff or volunteer has acted inappropriately or abused a child or young person, you must take action by discussing your belief or concern with the named senior officer in the school. The named senior officer is Mr Roger Quaintance, Assistant Headteacher (Inclusion)/ Mr Alex Lingard, Head Teacher. Whilst it may be difficult to consider that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

8.6 If the concern is about the Headteacher/Principal, it should be discussed with the Chair of Governors, or the LADO by ringing the MARU on 0300 1234 1116.

The school's Keeping Children Safe in Education Child Protection and Safeguarding Policy (February 2017) provides further information in regard to Managing Allegations against a Professional.

9) What happens after a referral is made to the MARU

9.1 The MARU is the single point of contact for anyone who is concerned about the welfare of a child in Cornwall. Its function is to provide professional advice and consultation and to determine whether the concern meets approved threshold criteria for statutory social work intervention. Information sharing is undertaken in line with agreed protocols to protect the confidentiality of individuals.

9.2 Where cases do not meet the threshold, referrers are provided with information, advice and guidance including signposting to targeted and preventative services within the locality-based Early Help Services.

9.3 Cases that meet the threshold are passed to the relevant team for a **statutory social work assessment** or for a **strategy discussion** in those cases where there is evidence of actual or potential risk of significant harm. The threshold decision should be made within 24 hours of receiving the Contact.

9.4 The person making the Contact is informed about the outcome in writing within two working days of the decision. The person making the contact should be informed of the escalation policy if they disagree with the decision made within the MARU.

9.5 If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a **strategy discussion** will be arranged involving Children's Early Help, Psychology & Social Care Services, the police, education, health and other relevant and appropriate bodies such as the referring agency.

Professionals who are invited to attend, including school staff (normally the Headteacher/Principal or DSL), are required to produce a report, using the Signs of Safety template, which is available on the CioSSCB website at <http://www.safechildren-cios.co.uk/health-and-social-care/children-and-family-care/cornwall-and-isles-of-scilly-safeguarding-children-board/working-together/child-protection-conferences/> , prior to the conference and take an active part in the conference.

Full details of the Child Protection Conference process can be found at

<http://www.safechildren-cios.co.uk/media/11059813/Child-Protection-Conference-Process-December-2014-.pdf>

10) Children with disabilities

10.1 There are no different or separate procedures for children who are disabled. Children with disabilities are especially vulnerable to abuse, and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect.

10.2 Staff responsible for intimate care of children should undertake their duties in a professional manner at all times and in accordance with the school's Intimate Care policy.

11) Safer Working Practice

All adults who come into contact with children at this school should behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Advice on safer working practice can be found in Liskeard School and Community College's Code of Conduct. Each member of staff will be issued with a copy of Guidance for Safe Working Practice for those working in Education Settings, October 2015 – available at:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

12) Training

12.1 Child protection must be an integral part of induction for all workers, volunteers, agencies and 3rd party providers of services to the school.

12.2 All workers must receive regularly updated **Single-Agency Child Protection Training**. This training must be delivered within the school setting and should provide workers with the most recent and relevant safeguarding guidance, legislation and good practice, both nationally and locally.

12.3 The Designated Safeguarding Lead (and those who provide cover for the DSL) must receive **Multi-Agency Child Protection Training**. This must be updated at least every 2 years. Multi-agency child protection training should be arranged through Reconstruct, the CIOSSCB preferred provider, via the following link <http://www.safechildren-cios.co.uk/health-and-social-care/children-and-family-care/cornwall-and-isles-of-scilly-safeguarding-children-board/learning/safeguarding-training/>

12.4 All governors should have access to Single Agency Training and it is advised that the designated Governor with responsibility for Child Protection and Safeguarding should receive **Multi-Agency Child Protection Training**.

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VISITOR POLICY

Issued: April 2016 (up-dated September 2016 and June 2017)

Linked policy: Child Protection and Safeguarding

VISITOR POLICY

1.	Introduction
1.1	<p>The school's Visitor Policy comprises separate policies for visitors, staff and the main reception. An overview of the aforementioned policies is given below.</p> <p>Please note, in this School, safeguarding young people is paramount. It's everyone's business to ensure that students are safe. Adults working at the school or working with our students are appropriately checked in accordance with the DfE statutory guidelines "Keeping Children Safe in Education (September 2016). Staff have received training re the Prevent duty and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.</p>
1.2	<p><u>General</u></p> <p>The School takes its responsibilities for the safeguarding of students and staff very seriously. It is therefore important that staff and visitors fully comply with this policy. The first impression that visitors have of the School is very important and they will want to see that the School operates in a professional manner and that students and staff are in a safe environment.</p>
2.	Responsibilities
2.1	<p><u>Visitor responsibilities</u></p> <p>Visitors to the School are requested to comply with the following:</p> <ul style="list-style-type: none">• Park in the designated visitors' car parking bays (if available)• Report to the main reception desk on arrival, show some form of photo ID and sign in• Wear a name badge throughout their visit (red badge on red lanyard for visitors without a Letter of Assurance; green badge on green lanyard for those who are covered by a Letter of Assurance). See 10 below regarding protocol for reception on visitor badges.• Read the Visitor's Guide issued at reception ensuring they are familiar with the evacuation procedures and School assembly points• Ensure they are accompanied by a member of staff throughout their visit if no Letter of Assurance has been provided• Use designated staff toilets only• Return Visitor Pass to, and sign out at, reception on completion of their visit.
2.2	<p><u>Staff responsibilities</u></p> <p>Staff have responsibility for their visitors and for ensuring that protocols outlined above are followed. In addition:</p> <p>Visitors whose purpose is to work with students in some capacity must have the appropriate safeguarding checks in place if left unsupervised with the students. If delivering a lesson, assembly, etc, the content and tone must be agreed by the member of staff and in line with the School's ethos and Equal Opportunities' legislation.</p> <p>Visitors who are parents/carers of prospective students are to provide the name and age of the prospective students and the aim of their visit when signing in at reception. The receptionist will then make the appropriate arrangements with the SLT and Head of Year.</p> <p>Visitors whose purpose is to conduct maintenance, repairs, etc, to the School site must follow the visitor responsibility protocols listed above and sign the Contractors' book.</p>

2.3	<p>Visitors not wearing a visitor's lanyard/badge should be challenged and be accompanied to reception.</p> <p><u>Main reception</u></p> <ul style="list-style-type: none"> • Staff working on the School's reception desk must be fully conversant with the protocols for: • All visitors • Parents/carers of students on roll • Parents/carers of prospective students • Agency and supply staff • Pre-arranged visits and unannounced visits • Contractors/maintenance • Interview candidates • Unannounced media visits • Governor visits • SMART visitors • Ofsted inspectors/inspection team
3.	<p>Policy for Visitors</p> <p>Welcome to Liskeard School and Community College – we hope you enjoy your visit and the hospitality shown by staff and students alike.</p> <p>The School has many visitors during the course of the day and it has legal obligations to fulfil in managing this, both for the well-being of visitors themselves and also for students and staff.</p> <p>As a School, we have a statutory duty regarding safeguarding of children and we take this responsibility seriously.</p> <p><i>Please can all visitors therefore:</i></p> <p>Park in the designated visitors' car parking bays. (If this is not possible, please park in an available bay).</p> <p>On arrival in School, use the main School entrance and report and sign in at reception, showing proof of identity.</p> <p>Wear a visitor's badge and lanyard issued at reception.</p> <p>Read the visitor's guide issued at reception.</p> <p>Wait in the seated area in reception until collected by the relevant member of staff.</p> <p>Ensure that at all points during the day, you are accompanied by the member of staff who has invited you in if wearing a red badge and red lanyard.</p> <p>Use only the staff toilets when needed.</p> <p>Sign out at reception on leaving the School, returning the visitor's lanyard and badge.</p>

	<p>Should there be a fire evacuation, the member of staff you are with will accompany you out of the building and to the visitor assembly point (details are contained in the visitor's guide).</p>
<p>4.</p>	<p>Policy for Staff</p> <p>The School has many visitors during the course of the day and it has legal obligations to fulfil in managing this, both for the well-being of the visitors themselves and also for students and staff. The first impression that visitors have of the School is very important: they want to know that the School operates in a professional manner and, if a parent or carer, that their child will be safe when at school.</p> <p>As a School, we have a statutory duty regarding safeguarding of children and we take this responsibility seriously.</p> <p>In conjunction with this policy, staff should also read the Liskeard School and Community College Visitor Policy.</p>
<p>5.</p>	<p>Visitors whose purpose is to meet with staff</p> <p>If you have arranged for a visitor to meet with you or another member of staff, please ensure that:</p> <p>Reception staff are informed in advance for their awareness You have spoken with your visitor prior to the visit, drawing attention to the following:</p> <p>They should park in the visitor car parking bays, if available</p> <p>They should report to reception and sign in, showing proof of identity</p> <p>They should then wait in reception to be collected by you (not by a student)</p> <p>Any visitor to the School is at all times accompanied by you or another member of staff to whom that responsibility is delegated.</p> <p>At no point should a visitor be on their own with children.</p> <p>Visitors should only use the staff toilets, if needed.</p> <p>At the end of the visit, you accompany visitors to reception where they will sign out before leaving.</p> <p>If there is a fire evacuation, you accompany visitors to the dedicated assembly point on the tennis courts at the front of the school (see the School's fire evacuation policy).</p>
<p>6.</p>	<p>Visitors whose purpose is to work with students in some capacity</p> <p>Visitors may work with students in a variety of capacities; for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of students or individuals.</p>

	<p>Staff who arrange for visitors to work with children must check first with the Head’s PA to confirm if the school is in receipt of a Letter of Assurance from the visitor’s organisation which states that all statutory vetting and barring checks have been undertaken in respect of their employees. Any person who does not have a Letter of Assurance from their organisation may not be left alone with students at any point.</p> <p>Any visitor delivering a lesson or assembly must agree the content and tone of that with you, prior to the visit taking place. The content and tone must be in line with the Liskeard School and Community College ethos and Co-operative values, be fully compliant with all Equal Opportunities’ legislation and take into account the age and ability of the students.</p>
<p>7.</p>	<p>Visitors who are parents/carers of prospective students</p> <p>The first impression that prospective parents/carers have of the School is very important: they want to know that the School operates in a professional manner and that their child will be safe when they are at school. It is also important that the relevant information is conveyed to such visitors to provide them with the information they need to make a decision about their child’s future and that the staff member that accompanies them has the requisite knowledge to be able to answer questions that may be asked regarding teaching and learning and School policies and procedures.</p> <p>The following procedure is to be followed of prospective students, even if the visit is unplanned:</p> <p>Receptionist to take the names of the visitors, including the prospective student’s name and age and the aim of their visit.</p> <p>Staff should ensure that all the bullet point protocols above are complied with as they apply equally to all visitors.</p>
<p>8.</p>	<p>Visitors whose purpose is to conduct maintenance, repairs, etc, to the School site</p> <p>The site team must ensure the requisite briefing is given to contractors and that they read the Code of Conduct and sign the Contractors’ log book before starting work on site. The site team must also ensure that all the bullet point protocols above are complied with as they apply equally to all visitors.</p>
<p>9.</p>	<p>Visitors not wearing a visitor’s badge and lanyard</p> <p>Any adult not wearing a staff or visitor’s badge and lanyard should be challenged by a staff member. Staff not challenging unidentified visitors or raising/reporting it will be neglecting their duty to ensure School security and student safety.</p> <p>If a member does not feel it is safe to challenge an unidentified visitor, they must report it immediately to a member of the SLT via reception.</p>

10. Policy for main reception

As the School front of house, the reception carries out a vital role in ensuring that visitors are dealt with in a friendly, professional and efficient manner whilst ensuring that the appropriate checks are completed to mitigate any risk to the safety of students and staff. The first impression visitors have of the School will often come from the service they receive at reception. It is important that the information given to visitors with regards to the School and/or its students is consistent and accurate, is in line with Data Protection and is conveyed by the appropriate member of staff.

Protocol for all visitors

All visitors to the School must go through the following procedure:

- All visitors, including parents, must report to reception
- Check the identity of the visitor and purpose of their visit
- Ask the visitor to sign in
- If the school holds a Letter of Assurance from the visitor's organisation, they may be issued with a green badge and green lanyard with their name and date written on the badge
- If the school does not hold a Letter of Assurance from the visitor's organisation, they may be issued with a red badge and red lanyard with their name and date written on the badge and must be accompanied throughout their visit
- Candidates on interview are provided with a clip on candidate badge with the word "Candidate" and their name on it. This allows them access to be unescorted on their day of interview
- Visitors wearing SMART name badges do not need an additional badge and may walk freely around the school
- Ask the visitor to wait in the seated area of reception and to read the visitor's guide
- Contact the respective member of staff who will be meeting/hosting the visitor

Protocol for parents/carers of students on roll

Parents/carers may visit the School for a pre-arranged meeting to meet with a member of staff to raise concerns, to drop off an item such as packed lunch or to collect their child for a medical appointment, etc. Parents/carers must always report to reception irrespective of the reason for their visit and not enter the building without permission.

Where a student is being taken off site by the parent/carer, reception must seek confirmation that the parent/carer is who they say they are and that the student signs the record sheet and puts down the reason and time they are leaving.

Protocol for parents/carers of prospective students

The following procedure is to be followed for parents/carers of prospective students even if the visit is unplanned:

Reception to take the names of the visitors, including the prospective student's name and age and the aim of their visit

Reception to request that the relevant member of SLT and HoY accompanies the parents/carers on their visit

Follow protocol for all visitors for the signing in/out of the parents/carers.

11. Protocol for agency and supply staff

All agency and supply staff are to report to reception and their photo ID checked. Reception will ensure the staff sign in the appropriate visitors' book and issue them with a green lanyard and green badge with the name written on it, which they will need to wear at all times (and return to reception when they sign out of School).

Reception is then to direct the supply staff member to the Senior Cover Supervisor where they will be issued with a pack containing information about the School's protocols, safeguarding, Prevent information and information about the classes to be covered during the day.

Pre-arranged visits

The protocol for all visitors is to be followed for pre-arranged visits. Visitors for the Head Teacher must be signed in as per the protocol and reception to notify the Head Teacher's PA.

Unannounced visits

The protocol to be followed for parents and carers' unannounced visits.

Protocol for contractors/maintenance

The protocol for all visitors is to be followed for contractors/maintenance personnel visiting the School site. Reception will contact a member of the site team to meet with the visitors and accompany them, as required. Contractors to sign the Contractors' book in reception.

Protocol for interview candidates

Reception to ask interview candidates to sign in as per the protocol for all visitors and then will provide them with interview badges with their names printed. Reception to ask the candidates to wait in the seated area and then notify the Head Teacher's PA of their arrival. The Head Teacher's PA to check the identity of the interview candidates.

Protocol for unannounced media visits

Reception will inform the Head Teacher's PA of any unannounced media visits. Care is to be taken not to be drawn into sharing any views/opinions with regards to the School, staff or students and only the School official media line given if the visit follows a high profile event/incident. If the Head Teacher agrees to meet the media, the protocol for all visitors to be followed.

Protocol for unannounced visits (parents and carers)

Reception to ask parents and carers to sign in as per the protocol for all visitors and to ask them to clarify the purpose of their visit. For any general enquiries, Reception should contact the respective student's Assistant Head of Year/Head of Year/SLT link. If available, AHOY/HOY to meet with the parents/carers. If unavailable, Reception to email the HOY/AHOY with the name, brief message and contact number for them to call back. Reception to advise the visitor(s) that the HOY/AHOY will be in contact with them at their earliest opportunity and within 48 hours. If it is an urgent message, Reception to contact SLT link or another member of SLT.

Protocol for Governor visits

The protocol for all visitors is to be followed for Governor visits with the exception of issuing a red lanyard visitor's pass. All Governors should be in possession of a Governor lanyard and

badge. Should the Governor not have their pass with them, they are to be issued with a visitor's badge.

Protocol for SMART visits

Visitors wearing South-east Cornwall Multi-Academy Regional Trust (SMART) name badges need to sign in as per the protocol for all visitors, but do not need to wear an additional badge and may walk freely around the school.

Protocol for Ofsted Inspectors/Inspection team

Ofsted Inspectors/Inspection teams must have their photo identity checked and the protocol for all visitors followed. The Head Teacher's PA is to be immediately informed of their arrival and reception is to direct the Ofsted team to their base (normally the Conference room).

VISITOR GUIDE

Welcome to Liskeard School and Community College. We hope you enjoy your visit and the hospitality shown by staff and students alike.

This Visitor Guide is provided to ensure that your visit is a safe and successful one.

Safeguarding

Safeguarding our students is paramount. It's everyone's business to ensure students are safe.

Adults working at the School or working with our students are appropriately checked in accordance with the DfE statutory guidelines "Keeping Children Safe in Education" (September 2016).

Those adults who are not required to be checked under these guidelines must be accompanied by our staff at all times. Their status is identified by a *red* visitor lanyard (as detailed below).

Should you have any concerns about child protection or the safety of our students, please report it to our designated safeguarding staff:



Roger Quaintance

Assistant Head/
SENDCo Lead



Tracy Newman

Assistant Head of
Year/CP Officer



Corinne Holroyd

SENDCo Assistant/
CP Officer

Lanyards and badges must be worn at all times whilst on the premises.

Photographs/Use of IT/Mobile Phones

Access to the internet: All users of the school network and WiFi must comply with the School's E-Safety Policy.

The use of cameras and taking of photographs is not permitted unless prior permission has been sought.

Signing In/Out Procedures

All visitors must sign in and out on arrival and departure. This is to ensure that we know that you are on site in case of an emergency. Once signed in, you will receive a visitor badge.

Visitors with a red badge on a red lanyard must be accompanied at all times by a member of staff as we will not have received confirmation by way of a Letter of Assurance to confirm that all statutory vetting and barring checks have been undertaken for the visitor.

Other visitors for whom the School has received a Letter of Assurance do not need to be accompanied at all times, but must sign in and out, as appropriate, in case of an emergency and will be issued with a green visitor badge on a green lanyard.

Special provision is made for candidates who are in school for interviews. They will be given a clip on candidate name badge. This will enable them to walk freely around the school without the need to be escorted.

Visitors wearing SMART badges will not need a visitor badge and can walk freely around the school.

Fire/Emergency Evacuation

The normal end-of-lesson bell is five short rings. **The continuous ringing of the bell indicates emergency evacuation.** Please leave the building, in silence, by the nearest exit and proceed outside to the Assembly area (tennis courts by the bus bay). There you will find the school Receptionist with the Visitors' signing-in book. Please report your safe presence. We will have to look for you if you do not report in. If you then wish to leave the site, please tell the Receptionist and, if you return, please sign it again. If you wish to remain on site, please stay with the person you are visiting and wait by the kitchen wall (beside the tennis court) with other members of staff until the evacuation is over and you are able to re-enter the building.

Everyone on site has two important duties: firstly, to look out for their own health and safety; secondly, to report any health and safety hazards. Please ask your contact to report them or notify Reception.

Liskeard School and Community College is a totally non-smoking site.

If you have any questions or encounter any problems, please ring Reception on 100.

Some useful names:

Head Teacher:	Mr Alex Lingard
Deputy Head:	Mr James O'Connell
Receptionists:	Mrs Michelle Marks and Mrs Clare Keast
Site Manager:	Mr Steve Ewers
Assistant Site Supervisor:	Mr Patrick Gilbert
PA to Head Teacher:	Mrs Rosemary Shufflebotham

Health and Safety

It is our policy to ensure that every reasonable step is taken to prevent injury and ill health to personnel by protecting individuals from hazards at work. This includes students, staff and visitors.

We would ask that you comply with safety procedures, whether written or brought to your attention by other means, for your own protection, protection of those under your supervision and others who may be affected by your actions.

Should you have any concerns relating to any incident which has led or could have led to damage or injury, please report your concerns to the member of staff supervising your visit or to the school reception.

First Aid Incidents

In the event of an incident which requires first aid:

- Non-urgent: The injured party to report to Reception and an on-call first aider will be called
- Urgent: From the nearest phone, ring extension 100 and an on-call first aider will be sent to you

Thank you for your co-operation

June 2017

Note: Keeping Children Safe in Education leaflet provided with the Visitor Guide and layout plan of the school showing the fire exits.

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CHILD PROTECTION RECORD KEEPING GUIDANCE FOR SCHOOLS*

**Spring 2016
(up-dated September 2016)**

* Includes all LA maintained schools, academies, short stay schools, free schools, independent schools and FE colleges

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1 Purpose and framework

Learning from Serious Case Reviews³ continues to identify the need for improved record keeping and information sharing, both within and between agencies.

The purpose of this document is to ensure that child protection information is kept in an appropriate and practical way in schools⁴. It should be read in conjunction with the following documents:

- The South West Child Protection Procedures (SWCPP) - <http://www.online-procedures.co.uk/swcpp/>
- Working Together to Safeguard Children – March 2015 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers – March 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Keeping Children Safe in Education – May 2016 (up-dated Sept 2016) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The School's Safeguarding and Child Protection Policy
- What to do if you're worried a child is being abused – Advice for practitioners – March 2015 <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Guidance for safer working practice for those working with children and young people in education settings –October 2015 <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Accurate and up-to-date record keeping:

- ensures schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear.
- Ensures schools monitor and manage their safeguarding practices.
- provides evidence of robust and effective safeguarding practice in inspections and audits.

³ 'Child G A Serious Case Review' – East Sussex LSCB; 'The Abuse of Pupils in a first School – North Somerset; Daniel Pelka Serious Case Review, Coventry LSCB; Khyra Ishaq Serious Case Review – Birmingham LSCB

⁴ 'Schools' refers to all maintained, academy, independent, short stay, free schools and FE Colleges in Cornwall

2 Reporting concerns

2.1 Concerns about the welfare or safety of a child may initially be raised by:

- the student themselves or another student
- a parent or carer
- a member of staff
- someone else connected to the school

2.2 Individuals who work with children and young people on a regular basis are in a position to monitor their welfare and safety. If a member of the school workforce is concerned as to the safety and welfare of a child, they have a responsibility to pass their concerns to the Designated Safeguarding Lead (DSL)⁵ within their school without delay⁶.

2.3 Not all child protection concerns result in a referral. A record should be made of **anything** that gives workers cause for concern about a child as well as any disclosure or allegation made. Even if the information does not appear to be very significant on its own, it could contribute to a picture of concerns that should not be ignored.

2.4 A concern may be an observation about the behaviour or appearance of a student that initially does not seem to point to a child protection issue, but which someone feels should be reported and logged.

2.5 The school prospectus/website should make it clear to parents, carers and students that the school has a duty of care and responsibility and will pass any concerns to the Multi Agency Referral Unit (MARU).

3 Recording concerns and outcomes

3.1 Recording procedures should be fully explained to all workers to ensure concerns are reported quickly and records are as concise and unambiguous as possible. The recording of a concern creates a confidential record which should be kept secure in accordance with the school's data protection policy.

3.2 Where a child has made a **disclosure**, a **written** factual record, using the child's own words, should be made using a report form – see **Part Four of the Schools' Child Protection and Safeguarding Toolkit – 'Additional information and sample forms' - for an example.**

⁵ All references throughout the document to the Designated Safeguarding Lead (DSL) also relate to the officer providing cover for the DSL.

⁶ It is recognised that whilst the DSL is responsible for liaison with agencies, DfE Keeping Children Safe in Education May 2016 (up-dated September 2016) states that 'if at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral**'.

- 3.3** Professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based, i.e. Jack appeared angry as he was kicking the table and swearing.
- 3.4** Where **no disclosure** has been made, but a member of staff has concerns regarding the welfare or well-being of a student, they should make a **written** account of such concerns using the report form see **Part Four of the Schools' Child Protection and Safeguarding Toolkit – 'Additional information and sample forms' for an example.**
- 3.5** Blank copies of the concern/referral form should be made easily available for workers to access when necessary and all workers should be made aware of where such forms are located.
- 3.6** **Any concerns that a child or young person is suffering harm or at risk of harm must be reported to the Multi-Agency Referral Unit (MARU) and a child protection file opened.** In deciding whether an incident/information should be recorded as a 'note of concern' or undertaken as a child protection referral, advice can be sought from the MARU. Additionally, the Cornwall and Isles of Scilly Safeguarding Children Board (CIoSSCB) Multi-Agency Threshold Guidance should be referred to – available at <http://www.safechildren-cios.co.uk/media/10965866/Multi-Agency-Threshold-Guidance-January-2015-.pdf>
- 3.7** All records should be dated and signed, with the name of the signatory clearly printed.
- 3.8** All concerns should be passed to the DSL as soon as possible, and in any case within 24 hours. The DSL will make a professional judgment about what action needs to be taken, in accordance with the South West Child Protection Procedures (SWCPP). **Part Four of the Schools' Child Protection and Safeguarding Toolkit – 'Additional information and sample forms' -** provides a sample form for use by the DSL to record their actions.
- 3.9** Any handwritten notes made immediately after the event, for example a disclosure, can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed and must be kept securely attached to the child protection concern/referral form used by the school.
- 3.10** Students should be informed that any disclosure they make will be treated sensitively but may need to be shared with other professionals if it is considered necessary to protect the child or someone else from harm.
- 3.11** A concern raised may not progress any further than a discussion with the DSL, or Cover DSL. If a referral is made to the MARU or the Police, a written note or a copy of the completed interagency referral form **must** be forwarded to the MARU **within 48 hours**. A copy of the referral form must be kept by the school in the child protection file. You are advised to FAX the referral using Secure Fax Number 01872 323653. The referral form is available on the CIoSSCB website at the following link

<http://www.safechildren-cios.co.uk/health-and-social-care/children-and-family-care/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/>

- 3.12** It is impossible to say, at the time of recording child protection concerns, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future including the child's parents or carers.
- 3.13** The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. For detailed information please refer to Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers – March 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 3.15** Outcomes of enquiries and investigations should be clearly recorded including whether any further action is to be taken. If the outcome of a reported concern is that the situation is to be monitored, the nature and regularity of such monitoring should be outlined. If no further action was or is to be taken then this should be recorded clearly as such with a rationale for this decision.

4 Storing child protection files

- 4.1** A child protection record should be started for each individual child as soon as the school is aware of any child protection concerns about them. This may arise in a number of ways:
- If a member of staff raises a concern about the welfare or well being of a student
 - If a child makes a disclosure
 - If information is passed to the school by a previous school attended by the student
 - If the school is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.
- 4.2** The child protection record should have a front sheet (see **Example provided in Part Four**) on the file which records the child's full name, date of birth, address and information about family members. A record should be made if any document or the complete file is removed (see **Example provided in Part Four**).
- 4.3** Separate files should be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted, information should be copied and placed on each individual sibling's file.
- 4.4** If more than one file exists in relation to an individual child, this should be indicated on each file. Each file should be numbered and dated, and e.g. January 2015, Vol. 1 of 3.

4.5 The child protection file should contain:

- A detailed **chronology**, updated on a regular basis, at the front of the file – **an example is provided in Part Four**.
- All safeguarding/concern reports, notes and correspondence referring to the child
- All child protection or concern information received from previous schools or other agencies
- Copies of all referrals to the Children's Early Help Hub, MARU, LADO or other agency or service
- Notes/minutes of any Child Protection Conferences and Core Group Meetings
- A record of regular file reviews which are undertaken and what actions arise from such reviews
- A clear record of outcomes and rationales for such outcomes

4.6 All records of child protection concerns, disclosures or allegations must be treated as sensitive information and kept together. Child protection files should be kept separately from the child's general school records. The information should only be shared with those who need to have it - see paragraph 5 below for further details. If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it.

4.7 All child protection files should be kept together in a secure place e.g. a locked filing cabinet in the Headteacher/Principal's office. The filing system should only be accessed by the DSL.

4.8 A marker (e.g. a blue star) should be placed on the cover of the main school file for the child, indicating that there is a child protection file relating to that child. All staff should be made aware of what the symbol means. This should also serve as a reminder to transfer the child protection file if the child/young person moves to another school or FE college.

4.9 All schools must record whether the child is subject to a child protection plan or if they are a Child in Care, this can be recorded in Capita SIMS Management Information System. Additional information can also be stored in SIMS but requires schools to be able to scan and attach documents to the relevant child's record making sure the 'confidentiality' option is selected. A chronology is still a requirement of child protection files stored in this manner. For further information or assistance in recording this information please contact your SIMS Support provider.

4.10 The school may also hold other records that should be cross-referenced and referred to in a child protection file. For example, information relating to the Common Assessment Framework (CAF), early support, Special Educational Need (SEN), Early Help or Together for Families programme.

Further local authority service information in relation to Schools, Achievement and SEN can be accessed through <http://www.cornwall.gov.uk/default.aspx?page=2285>

Further information in relation to CAF can be accessed through <http://cornwall.childreancesservicesdirectory.org.uk/kb5/cornwall/fsd/site.page?id=FWDzyOLUcMw>

- 4.11** The use of electronic systems (including the use of cloud or web-based systems) for child protection record keeping are increasingly being considered by schools. If you are considering introducing such a system you **MUST** seek advice from your IT service provider to ensure that system security and operational practice including adherence to relevant legislation is complied with.

5 Information Sharing

- 5.1** The Data Protection Act 1998 is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately. 'Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers – March 2015' is a vital resource to help manage issues of confidentiality and decide with whom to share information in particular circumstances.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- 5.2** The safety and welfare of a child must always be considered when making decisions about whether to share confidential information. If a student has or has had a child protection plan information should always be shared with children's social care.
- 5.3** When staff have information they feel needs to be shared within the school or with an external agency such as the police or social services, they should seek advice from the DSL. The DSL may consult the LADO and or the MARU.
- 5.4** In the vast majority of cases, the child and family's consent to sharing should be sought. If consent has been withheld this must be recorded including the reasons given for the withholding of consent.

Exceptions to the requirement to gain consent are that if seeking such consent could:

- Increase the risk of harm to the child or someone else
- Undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult)
- Interfere with any potential investigation

- 5.5** Any child who has a child protection file has the right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation

- 5.6** Parent/carers (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, on behalf of their child, with the same exceptions applying as to the child's right to access. An older child may be entitled to refuse access to their parents. The school should take advice about

information sharing with parents if they have particular concerns about doing so. However, it is generally good practice to share information held, unless there is a valid reason to withhold it, e.g. if by doing so would put the child at significant risk of harm. If a parent makes a request to access the file on the child's behalf, it should be done in writing.

- 5.7** The school report to the child protection conference should be shared with the parent(s) before the conference takes place unless this puts the child at further risk.
- 5.8** Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the **welfare of the child is paramount**. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in *his/her professional capacity* and the person giving that information *believes* it will be treated securely, and that belief is reasonable, then the recipient of the information will be *under a duty* to treat it securely.
- 5.9** The names of any other children, other than the student who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.
- 5.10** All information must be shared with the MARU and/or Police and Health, as appropriate.
- 5.11** Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made advice should be sought from the school's legal advisor.
- 5.12** Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

6 Transferring child protection files

- 6.1** When a student transfers from one school to another, their child protection file should be forwarded to the new school without delay, and in any case **within five school days**. Best practice would be for the DSLs of the transferring and receiving schools to make contact and discuss cases as soon as is practicable.
- 6.2** When a file is to be transferred, a '**Record of Child Protection File Transfer**' sheet should be completed and attached to the child protection file (see **Example in Part 4**).

- 6.3** The **original** child protection records and any safeguarding file should be sent, with the transfer sheet, in a sealed envelope **under separate cover from the regular school file**. The file may be transferred by hand to the new school/college, or by secure recorded delivery or postal tracking service. Files may be transferred electronically if a secure electronic system is used.
- 6.4** The transferring school should keep a copy of the Record of Child Protection File Transfer until they receive a signed receipt from the school to which the file has been transferred. The transferring school should keep a record of received confirmations in a secure place.
- 6.5** Where a parent elects for Home Education the Local Authority Elective Home Education protocol must be followed – this is accessible through the following link
<http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/elective-home-education/?page=25784>
- 6.6** If a child has a child protection file and is educated at home, the child protection file should be sent to the Manager for Elective Home Education Room 306, Sedgemoor Centre, Priory Road, St Austell PL25 5AB following the process outlined above. The EHE service will store and transfer child protection files as detailed in this guidance.
- 6.7** If a child from a traveller, migrant or Roma family has a child protection file, information from the child protection file **MUST** be passed to a named person within the local authority in which they are based if their whereabouts are known. If the child is missing from education, the Children Missing from Education Officer must be notified. If the child is subject to a child protection plan, the Children's Early Help, Psychology & Social Care Services should be notified immediately.
- 6.8** If a child leaves your school and your school has not been informed where the child's new school will be, you must contact your Education Welfare Officer immediately⁷. If the child is subject to a child protection plan or if there are current child protection concerns, you must contact the MARU.
- 6.9** When a student at 16+ is known to transfer to an FE College, the school must follow the procedures as described above and transfer the Child Protection file to the college.

7 Retention of child protection files

- 7.1** The Local Authority (LA) retains information about children for many years, so anything reported to the Children's Early Help, Psychology & Social Care Services and copied to Education services will be available.
- 7.2** In line with the Batchelor Retention Schedule, when a child with a child protection file reaches statutory school leaving age, the last school or FE College attended should keep the child protection file until the child's 25th birthday. It

⁷ The EWO will undertake checks and refer to the Children Missing from Education officer if the child/ren cannot be located

should then be securely shredded. Arrangements must be made to ensure the secure storage of child protection files for this period.

- 7.3** The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff should record at least:
- File reference (or other unique identifier)
 - File title (or brief description)
 - Number of files
 - The name of the authorising officer
 - Date action taken
 - This could be kept in an Excel spreadsheet or other database format⁸

- 7.4 Please note: In June 2015 the Independent Inquiry into Child Sexual Abuse chaired by Lowell Goddard, requested that all agencies, until further notice, retain everything of potential relevance to the inquiry i.e. all paper files and digital records and all other information however held. The Terms of Reference of the inquiry are extremely broad and agencies must ensure that no line of investigation is curtailed by the premature destruction of files or records that later become required as evidence.**

8 Auditing child protection files

The DSL should carry out regular audits of the school's child protection files to ensure that robust records are being kept in an appropriate manner and in line with the above guidance.

⁸ Records Management Society May 2008