

Appendices

Appendix 1

Proforma Referral Form for Staff Referrals to Home/school Support Teams

<p>CONFIDENTIAL Referral to home/school support team/worker</p>	
<p>Name of child: Class/year group:</p>	
<p>Request for action: (e.g. please contact parent regarding issue)</p>	<p>Nature of concern: (e.g. despite several attempts, parents of this child are not contactable on phone and do not reply to letter. Child has been left in school after hours for up to 15 minutes on several occasions and picked up by older sibling)</p>
<p>Name of referrer:</p>	<p>Feedback to referrer:</p>

Appendix 2

Protocol for Worker Safety When Visiting and Interviewing Parents

- 1 Schools should possess a clear risk-assessment policy for any staff who are working alone or visiting families. Risk assessment should be conducted before each new visit or contact.
- 2 Designated members of the senior management team should be responsible for overseeing staff safety in these situations. All staff should be aware of procedures.
- 3 When visiting or meeting a parent/carer off-site, the worker should notify a designated staff member of their intentions, whereabouts and the duration of the meeting.
- 4 General safety rules should be followed at all times.
- 5 Always carry a mobile phone. Consider having someone call you to check the visit is going well.
- 6 Think about exiting a situation. Can this be done easily should the need arise?
- 7 Consider the area in which you are meeting as well as the person. If in doubt, arrange to meet in a known safe place like a café or social centre.
- 8 Consider visiting with a colleague.
- 9 Consider all manner of dangers including environmental risk (broken bottles, needles, smoking, etc.), dogs, other family members or friends of the person you are visiting, unlit stairways and corridors, parking arrangements.
- 10 If you are in doubt, don't go; don't be ashamed of telling your management team you are uncomfortable with a situation.

NOTE: More detailed information on personal safety is available from The Suzy Lamplugh Trust.

Appendix 3

School [name] Child Protection Slip

Number.....

An informal record of staff concerns about a child; designed to contribute to an ongoing cumulative record.

Child's name:	
Referrer:	
Concern:	
Date:	Signed:

Further action taken:

Feedback to referrer:

Appendix 4

Protocol for School: in the event of a sudden death or serious injury of staff member, child, parent or significant adult, or member of wider community

The school recognizes the possibility of such an incident and in such a situation would put the following procedures into place:

- 1 Following such an incident, the head teacher would first inform the staff and then the whole school at a special assembly. Children would be told factually what has happened and given the opportunity to pray.
- 2 The senior management will assess the seriousness of the incident and the extent of the reaction necessary.
- 3 Trained members of staff would be identified to offer support to children at designated times of the day. Designated areas would be set up for quiet reflection and accessing adult support.
- 4 The head teacher or other senior manager will deal with any media requests.
- 5 Local CAMHS and Educational Psychology teams will be notified.
- 6 The pastoral support team (home/school support worker/s) will offer support to the family concerned and keep in touch with the head teacher regarding progress in this area.
- 7 The senior management team, in consultation with the family, will decide on attendance at the funeral, memorial services, etc.
- 8 Long-term support will be considered for all children and adults affected.
- 9 Local community/religious leaders will be consulted and involved where this is appropriate to the needs of the school community and the wishes of the family.
- 10 In all things, the family of the deceased should be considered and consulted.

Appendix 5

Child Protection Protocol for Home/School Liaison Workers

This protocol is not a replacement for school child protection procedures and should rather be seen as an additional policy for staff working in close contact with families.

- 1 All staff, including designated home/school support workers, should be aware of the school child protection policy and procedures. They should be aware of the lead Child Protection Officer in school and should meet regularly with him/her to discuss any concerns.
- 2 Decisions on referrals to statutory authorities (Social Services, police) should not be made by the home/school liaison worker, but by the designated CP Officer. Home/school support personnel should not hold the CP Officer role.
- 3 Home/school support personnel should be fully CP-trained by the relevant local authority and this training should be regularly updated.
- 4 Home/school support personnel should be ready to support parents making self-referrals to statutory authorities in the event of CP concerns.
- 5 Where home/school support personnel are accompanying parents to CP meetings, they should not be the sole representative of the school. A senior teacher/SENCO should also be present to support the school's position from an educational perspective.
- 6 Home/school support personnel should keep accurate, dated notes on their support for families with CP concerns as part of the school's system of monitoring at-risk children. These notes should be kept securely according to school data handling procedures.
7. Where possible and safe, home/school support personnel should work closely with family members to ensure the safety and educational needs of the children concerned.
8. Home/school support personnel should be aware of health and safety procedures at all times. They should be adequately supported and supervised when dealing with CP cases.

Schools may choose to modify the protocol depending on the terms and conditions of the home/school support worker's contract. This is a general guideline only.

Appendix 6

Proforma for Networking Meetings

Home/school support Networking Meeting
[NAME OF LOCAL SCHOOLS' GROUP]
[DATE]

Group members present/apologies:

Invited visitors present and agencies they represent:

Issues discussed:

Useful contact details for visiting agencies:

Appendix 7

Policy Statement and Practice and Procedure Guidelines Safeguarding and Protecting the Welfare of Children (including Child Protection)

Note: This is a sample policy only that includes a great deal of detail and, as such, it will incorporate information that may well not be appropriate for all schools to include in their child protection policies.

Policy statement

It is the policy of that there will be an absolute commitment from staff to the physical, emotional, sexual and spiritual well-being of the children/young people at the Others accessing the school's services will also be protected from any form of harm, neglect or abuse. The school's child protection procedures have been developed in accordance with Safeguarding and Protecting the Welfare of Children Guidance 2006 and the principles established by the Children Act 1989, Care Standards Act 2000, Sexual Offences Act 2003 and Children Act 2004.

Alongside this policy statement and practice and procedure guidelines focusing on safeguarding and protecting the welfare of children, staff are also asked to read the following policies and practice guidelines which are designed to ensure the safety and well-being of the children/young people in our care as well as the staff:

- Anti-Bullying Policy
- Complaints and Representations Policy
- Missing Children Policy
- Administration of Medication Policy
- Relationships and Sex Education Policy
- HIV/Aids Policy
- Physically Holding Children – A Guide to Practice
- Behaviour Management Policy
- Lone Working Policy.

Safeguarding and protecting the welfare of children (including child protection) – policy statement and practice and procedure guidelines

Child protection principles

- Staff working with children/young people will, at all times, act as responsible adults and maintain an appropriate adult/child boundary and relationship (Personal/Professional Boundary Policy).
- Staff will respect a child/young person's right to express themselves and only restrict his or her liberty to do so if there is a risk of significant harm as outlined in our Physical Restraint Policy.

- Staff will respect a child/young person's right to privacy.
- Children/young people's views, opinions and feelings will be heard and treated with respect.
- A culture will exist which allows children/young people to question decisions made about their care and, if felt to be treated unfairly, offered the right to complain (Complaints and Representation Policy).
- Risk assessments will be carried out for all children/young people.
- Staff will address bad practice by colleagues and ensure managers and senior managers are made aware.
- Incident reports will be completed following any incident involving restraint, disclosure, complaint, as laid out in our Incident Report Procedure.
- The head teacher will monitor the school's practice through incident reports, discussion with staff and children/young people and feedback from supervision.
- The procedure for child protection incidents will be followed at all times.

All staff members should be aware of *the need to be vigilant in detecting indicators of abuse*. This will be included in the training programme for teaching staff, and will be brought to the attention of every other staff member within the school.

Procedure guidelines

Child protection procedures will be considered under the following circumstances:

- An allegation of physical abuse by a current or former member of staff.
- An allegation of sexual abuse by a current or former member of staff.
- An allegation of bullying or emotional cruelty by a current or former member of staff.
- An allegation of intimidation by use of physical, emotional or sexual coercion by another child/young person.
- An allegation/disclosure of sexual activity between children/young people.
- An allegation or suspicion of a child/young person's involvement in prostitution.
- An allegation/disclosure of physical abuse by members of a child/young person's family or any previous carer.
- An allegation of bullying or emotional cruelty by members of a child/young person's family or any previous carer.
- Children/young people being at risk in other ways which may include allegations of physical or sexual abuse by members of the public. Allegations of manipulations through drugs or alcohol by members of the public.
- When a staff member is in receipt of information that may put children/young people at risk.

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Disclosure of abuse

If a child/young person discloses abuse, whether current, ongoing, in the past, adults must not give a guarantee of confidentiality as this places the adult in an untenable position. However, the child/young person will need to feel they can trust the adult to handle the given information in their best interests.

The child/young person should be told what may happen next, but first and foremost the adult must listen sensitively to the child/young person.

You must never ask any leading questions. If you do, these can disqualify any further investigation by the police. If they did decide to proceed, you may be heavily cross-examined on the fact that you lead the child/young person. Adults should not ask for a detailed account as the child/young person may have to repeat the information later as part of an investigation.

A senior member of staff must be informed and a record of what said should be made by the end of that school day, as an incident report. It must not be written as a *statement* (this word must not be used). It should be headed:

'Report of discussion between ... [child/young person's name] and ... [adult's name] dates, time, venue and reference to any incident [with].'

Reporting abuse

All incidents that may need to be considered under the child protection procedures *must* be reported immediately to a senior member of staff. That member of staff will then consult with the Child Protection Coordinator. In the absence of this person, the Learning and Development Manager must be notified. These incidents will then be handed over to the Child Protection Coordinator on their return.

The following incidents come into this consideration:

- An allegation of physical, sexual or emotional abuse by a current member of staff.
- An allegation/disclosure of physical/sexual abuse by member(s) of a child/young person's family or any previous carers.
- Children/young people *being at risk* any other way.
- An allegation or suspicion of a child/young person's involvement in prostitution.

Following a verbal communication of the incident/disclosure/allegation to the Child Protection Coordinator, a written Incident Report must be completed immediately and given to the Child Protection Coordinator. This report should be word-processed as per the incident report procedure. In exceptional circumstances only, a legible handwritten copy can be accepted.

The Child Protection Coordinator will keep up-to-date information logged on a progress sheet.

The Child Protection Coordinator will then discuss with the head teacher the next steps that need to be taken.

These steps may include:

- requests made for further information from adults involved. These must not be written up as Incident Reports but as reports, which must be signed and dated by the author. These must be clearly written, bearing in mind that external agencies may need them and language and content must be clear. A distinction between adults and child/young people must be made and adults' titles must be given. Full names of adults involved must be included but full names of other children should not be given – only initials should be used.
- the school's Child Protection Coordinator being asked to see the injuries if there are any, record them, mark them on a body map, and access to a medical practitioner should be given where appropriate. The Child Protection Coordinator may seek consultation with Social Services at this stage.

The steps taken will be different for each category and the decision-making process and further action will need take the following into account:

1 An allegation of physical/sexual abuse by an adult in school

- Is the adult admitting the allegation? If so, they will be suspended.
- Is there clear evidence of physical/sexual abuse? If there is, the adult will be suspended immediately under the school's Disciplinary Procedure even if denying the allegation.
- Are there witnesses to support the allegation? If so, the adult will be suspended immediately.
- If there is no evidence, no acknowledgement and no immediate witness, or there are disputed perspectives, serious consideration must still be given to the nature of the allegation and the member of staff may still be suspended. There are, of course, times when children/young people 'complain' about an adult in the way they were held or treated. These 'complaints' will be viewed in context and may be processed under the Complaints Procedure.

Following consultation between the Child Protection Coordinator and the child/young person's parents, a decision will be made on whether to seek consultation with Social Services to gain clarification on the matter before proceeding further.

If a clear referral is the intended action, then an Initial Assessment and Referral for Children in Need to Social Services will need to be completed and faxed through to County Duty who in turn will pass it on to Social Services. An initial strategy discussion will take place between Social Services and the police. If it is decided to pursue the matter, Social Services will then contact the school to agree the way forward.

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The issue of suspension is a highly sensitive one and must be seen as protection to both adult and child/young person while an investigation is made. It is important that it is understood that suspension is not to be seen in any prejudicial manner. For the child/young person, there will need to be work done by other staff members concerning the fear and anxieties about making an allegation. It is known that children/young people may make allegations out of anger or retribution, however, we must never reach this conclusion without careful consideration and discussion with other staff.

Whether or not the allegation is investigated by this process, it must still form part of the ongoing work with the child/young person as we need to understand 'why'.

If it is decided not to proceed any further after a consultation with Social Services, the member of staff will return to work as soon as possible. It may not be an immediate return to full-time duties until some facilitating work is done between the adult and child/young person.

However, if the decision is made that the school will need to proceed under Disciplinary Procedures, this will only take place once the Section 47 investigation has been concluded.

Ofsted will need to be informed at all stages – consultation, referral, suspension, disciplinary.

2 An allegation of physical/sexual activity between children/young people

- The major consideration is whether there is an imbalance or 'power' in the relationship between the two children/young people. This is to be discussed and decided by the head teacher in consultation with the Child Protection Coordinator.
- Does either child/young person 'feel' a victim to the other? Was their coercion either explicit or implicit?
- Following the NSPCC guidelines, a two year or more age difference between the children/young people will probably indicate an imbalance in the power relationship. Male/female imbalance of power needs to be considered, as well as the emotional age of the children/young people involved.

3 An allegation of physical/sexual abuse by members of a child/young person's family or previous carers

- Is this the first disclosure/allegation?
- What is the current contact between the child/young person and the family member or previous carers?

The Child Protection Coordinator, in liaison with local Social Services and family/carers, will decide how to proceed. The head teacher must be clear about the action that is to be taken.

4 Children/young people being at risk in any other ways which could include neglect, emotional abuse, etc. with leaver

- Is there the need for immediate action by a third party, i.e. the police?
- Have the parents/carers been informed?

The Child Protection Coordinator, in consultation with the local Social Services, will decide how to proceed. The head teacher must be clear about the action that is to be taken.

5 An allegation or suspicion of a child/young person's involvement in prostitution

- Is there a previous history of the child/young person engaging in this activity?

Following discussion with Social Services, it may be necessary to contact the local police to ensure the safety and welfare of the child/young person. The Child Protection Coordinator, in consultation with local Social Services and family/carers, will decide how to proceed.

Conduct throughout child protection referrals

All staff members involved with child protection procedures should bear in mind the interests of the child above all other considerations. Children who are designated Child in Need or who are placed on the child protection register should be known to all relevant staff members. Concerns relating to these children should be raised immediately with the Child Protection Coordinator. All records relating to child protection procedures should be kept securely and are confidential.

Appendix 8

Practice Guidelines

What is child abuse?

Child abuse is defined in the Department of Health's Safeguarding and Promoting the Welfare of Children Guidelines 2006 as:

1 Neglect

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

2 Physical abuse

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

3 Sexual abuse

This involves forcing or enticing a child/young person to take part in sexual activities, including prostitution, whether or not the child/young person is aware of what is happening. The activities may involve physical contact including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children/young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

4 Emotional abuse

Is the persistent ill treatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development? It may involve conveying to the child/young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person's participation in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone.

It can be extremely upsetting for school staff to discover that a child/young person may have been abused while at school or at home. It is easy to feel persecuted by the investigation, the impact of which on both adults and children/young people should not be underestimated. Adults and children/young people will need to be fully supported so that a climate of openness can be maintained in which it is felt to be safe to speak out. Even if the allegation is considered to be exaggerated or untrue, it is important that it should be taken seriously and the correct procedures followed. The person or authority to whom the allegations were made is enjoined in law to ascertain whether abuse has taken place. Social Services and the local Police Special Investigation Unit are jointly involved as investigating agencies.

Procedures for child protection referrals

The options for reporting abuse under child protection procedures based on Safeguarding and Promoting the Welfare of Children Guidance 2006 are two-fold:

Firstly, the Child Protection Coordinator can consult with a designated person at Social Services. This consultation is done over the telephone, the children/young people can be anonymous at this point and the consultation will seek to inform and help the Child Protection Coordinator in the decision of whether to make a formal referral or not. The consultation will be recorded, logged and given a reference number.

The second option is a full referral to County Duty. In order to do this, the Child Protection Coordinator will need the following:

- 1 An Initial Assessment and Referral form completed by the school.
- 2 A copy of the Incident Report.
- 3 Copies of the follow-up reports of discussions relevant to the understanding of the incident and investigation process.
- 4 The child/young person's details.
- 5 The opinion of the child/young person's family where appropriate.

The Child Protection Coordinator will then write a letter containing information on what action was taken immediately after the incident to protect the children/young people and a view of what further action might be taken. The parents, if appropriate, will be informed.

Attached to this letter will be the Incident Report and the child/young person's details – nothing more.

As stated earlier, if County Duty decide to proceed, they will inform Social Services who will contact the Child Protection Coordinator.

Following the initial strategy discussion, it may be necessary to arrange interviews with the child(ren)/young person(s). At this stage, the interviewers may ask for a pen picture of the child(ren)/young person(s) prior to interview.

The child/young person must be protected and their needs must be represented confidently to other professionals. It is more important to continue to protect the child/young person than to gain information to lead to prosecution.

Following any interview with the children/young people or staff by a social worker and police officer, a further strategy meeting will be held by Social

Services and attended by Social Services, police, parents and ourselves (the school's Child Protection Coordinator or deputy will attend).

The strategy meeting will decide how to proceed and what action is to be taken. There may be a number of these strategy meetings as the case is investigated. If the incident is serious, then a Child Protection Conference will be convened, as decided by the strategy meeting.

Strategies may be discussed over the telephone, outside of a meeting. Such strategies may be seeking a medical examination immediately with the local community paediatrician. A referral to the local community paediatrician can be made through the accident and emergency department at the local hospital. Written consent for the medical examination is preferable and this can only be provided by the person or department holding parental responsibility. However, if it is necessary to proceed with a medical examination in order to preserve evidence, this should be arranged following verbal consent which must be followed up in writing as soon as possible. The Child Protection Officer and head teacher must give careful consideration as to who is the most appropriate adult to accompany the child/young person. The paramount consideration is protecting the child/young person from further adult abuse, bearing in mind that bureaucratic actions or adult dynamics can easily perpetuate abuse.

The outcome of a strategy meeting will be recorded by the Child Protection Coordinator and action acted upon.

If the decision of the strategy meeting will be recorded by the Child Protection Conference, then this will be arranged as soon as possible. At all times, the school must facilitate speedy arrangements for strategy meetings and conferences. To bring all professionals together may take time, but we must hold on to the interest of the child/young person and as a principle not prolong the process. We must, therefore, prioritise such meetings if we are given dates without compromising the attendance of key people.

The Child Protection Conference

This will be convened by Social Services who are the investigating authority. They may also convene a conference to consider the wider implications of the alleged abuse, e.g. are other children/young people safe? In the case of child/young person to child/young person abuse, separate conferences will usually be held in respect of victim and abusers. The purpose of the conference is to assess the degree of risk, decide on the basis of this information, if registration is necessary and formulate an Interagency Child Protection Plan which will be implemented by a core group of professionals, including school personnel. Staff attending a Child Protection Conference for the first time will need to be prepared for the way in which such conferences are run and be clear as to what will be expected of them. This will be done by the Child Protection Coordinator.