



WORSLEY BRIDGE

PRIMARY SCHOOL

Child Protection and Safeguarding Policy 2017

Reviewed: September 2017

Review Date: September 2018

Designated Safeguarding Officer:

Rebecca Williams (Headteacher) *date of training: February 2016*

Designated Safeguarding Team:

Emma Palmer (Deputy Head) *date of training: February 2016*

Margaret Baggs (Senco) *date of training: February 2016*

Liz Smith (Family Worker) *date of training: February 2016*

Designated Safeguarding Local Committee Member:

Marie Shaftoe *training: Current & qualified social worker*

Nina Newell (Chair of Local Committee) *date of training: September 2017*

Whole Staff Training: *September 2017*

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1. Introduction

The Local Committee (LC) and staff of Worsley Bridge Primary School fully recognise their responsibility for the safeguarding and protection of pupils. The Local Committee and staff including volunteers, have a full and active part to play in protecting children and young people from harm and form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility.

The school recognises that Safeguarding and Promoting Welfare covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as the School Anti-Bullying Policy, the Equal Opportunities Policy, the Code of Conduct and School Rules, the Positive Behaviour Policy, the SEN Policy, the ICT Code of Conduct, the Health and Safety Policy, Extremism Policy, the Whistleblowing procedures and procedures for managing allegations against staff.

The school encourages the children in our care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

We are committed to working in partnership with parents, child protection agencies and diverse communities, to continuously develop and improve the safeguarding culture within our school.

All staff and LC believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil. The safeguarding policy will therefore underpin and support the development and implementation of all our activities in schools.

All employees receive this policy annually. Part time and voluntary staff are made aware of the arrangements through the Line Management system.

Aims

- To support the child's development in ways that will foster security, confidence and independence.
- To help keep our pupils safe by providing a safe environment for them and to educate them about keeping themselves safe.
- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To ensure that procedures and protocols are followed by all staff in cases of suspected abuse and /or the need for care.
- To develop and promote working relationships with other agencies.
- To ensure that all adults who have access to children have been checked as to their suitability and have an enhanced DBS check. The school will implement their responsibility for safer recruitment strategies as recommended in *Keeping Children Safe in Education 2016*

2. Procedures

We will ensure that:

- We have designated members of staff who will undertake training and refresher training at two yearly intervals.
- All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All members of staff develop their understanding of the signs and indicators of abuse or need.
Appendix 1
- All members of staff know how to respond to a pupil who discloses abuse.
- All staff will be kept updated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Young Runaways, Forced Marriages, Female Genital Mutilation (FGM), the Prevent Duty and Safeguarding Children who have SEND.
- All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment.
- **All members of staff will report concerns to the Designated Officer using the 'Concerns Form' (Appendix 6).**
- *If a child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately.*
- All parents/carers will be made aware and have access to this policy. All members of staff, volunteers, visitors and outside providers are given a copy of *Part One: Safeguarding information for all staff (Keeping Children Safe in Education, 2016)*
- All staff are responsible for reporting concerns regarding a colleague's behaviour.
- The school's policy and procedures will be reviewed and up-dated at least annually. This will include input from staff to shape safeguarding arrangements.
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- The LC will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.
- Staff should be prepared to identify children who may benefit from early help and this should be discussed and supported by the Designated Safeguarding Officer (DSO).
- All staff to be aware that abuse is a complex issue, is rarely a standalone event and cannot always be covered with one definition. In most cases multiple issues will overlap with one another
- All staff to be aware that children can abuse children (peer on peer abuse). This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.
- Any actions to be made in a timely manner if concerns arise.

- If a member of staff, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a child, they must report this to the police.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- The LC will ensure that all new members of staff undergo safeguarding and child protection training at induction.
- We will ensure that this school works effectively with a wide range of agencies involved in the promotion of the health, wellbeing and safety of children. The school acknowledges that Bromley Social Care is currently an Ofsted graded inadequate service. Due to this the school has in place the following measures to ensure that they are well served during their improvement plan:
 - Meetings are held weekly to ensure that follow ups to all referrals and concerns have, in the school's opinion been followed up appropriately
 - If the school thinks that escalations are required in matters relating to social care, appropriate communications are made in writing with requests to discuss
 - All concerns are carefully recorded

3. Responsibilities

Designated Safeguarding Officer (DSO)

The Designated Safeguarding Officer is responsible for:

- Adhering to the *London Child Protection Procedures and Bromley Safeguarding Children Board Procedures*(<http://bromleysafeguarding.org>)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring all records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the necessary procedures are carried out for any pupil subject to a Child Protection Plan. This includes on day one of any absence from school the school office will phone home. If there is no reply from the home and/or there are concerns for the child's wellbeing Social Care and Education Welfare should be contacted.
- There should be constant review and communication with children's social care if a child's welfare continues to be a concern.
- Give staff regular safeguarding updates via email, staff meetings or e-bulletins to keep their skills up to date.
- Make referrals to specialist service accordance to the referral threshold set by Bromley Children's Safeguarding Board.
- Liaise and refer to the Local Authority Designated Officer (LADO) on safeguarding concerns and any allegations against staff.
- The DSO team should always be available to discuss any safeguarding concerns.
- In addition to formal training DSOs should update their knowledge through e-bulletins, meeting with other leads and reading articles.

The DSO team comprises a team of four appropriately trained officers, who take responsibility for safeguarding and child protection at Worsley Bridge School.

The Designated Safeguarding Officer is responsible for:

- Adhering to the London Child Protection Procedures 2007, Bromley Safeguarding Children Board and School policies with regard to referring a child if there are concerns about possible abuse. See Appendix Three –checklist for Recording
- Keeping detailed, accurate, secure written records of concerns and referrals.
- Understand the assessment process for providing early help and intervention, through locally agreed common and shared assessment processes such as CAFs
- Ensure each member of staff has access to and understands the school's child protection policy and procedures
- Understand and support the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the

child's wellbeing Social Care, and Education Welfare should be contacted. See London Safeguarding Children Board Good Practice guidance for "Safeguarding Children Missing From School" procedures.

Local Committee responsibilities

The LC fully recognises and complies with its legal responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance. "Keeping Children Safe in Education" September 2016

Local Committee must ensure:

- The school has Child Protection procedures in place.
- The LC reviews its Safeguarding policy and procedures annually.
- The LC approves the LA annual Safeguarding Audit.
- Undertakes a review of behaviour and safety (safeguarding) as part of the LC Self-Evaluation on a regular basis.

Inter-Agency Working:

- The LC should ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified.
- The LC should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- The LC has nominated the Chair to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher.

4. Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth, we recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We know that disabled children and children with SEN are more vulnerable to abuse than non-disabled children

Support will be given to all pupils by

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE and Citizenship which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

Children with SEN and /or Disabilities

We acknowledge that children with SEN and/or disabilities can face additional safeguarding challenges. Additional barriers can exist when recognised abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying (without outwardly showing and signs).
- Communication barriers.

Looked After Children (LAC)

- The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- Through regular training and updates we ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- Appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.
- We have an appointed designated teacher for LAC

- The designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education

Radicalisation and Extremism

Since 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

At Worsley Bridge Primary School we uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We aim to ensure that staff are vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to keep our pupils safe from harm.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4-15 or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way. It is considered to be child abuse as it causes physical, psychological and sexual harm.

FGM is child abuse and will be dealt with as such. Under section 47 of the Children Act 1989, anyone who has information that a child is potentially or actually at risk of significant harm is required to inform social care and the police. At Worsley Bridge Primary School we will always

respond by informing social services and the police. Honour based violence is also included within the mandatory reporting procedures.

Allegations of abuse made against other children

We recognise that children are capable of abusing their peers. Our Local Committee and Headteacher make sure that our safeguarding policy and child protection policy includes procedures to minimise the risk of peer on peer abuse.

Managing Peer on Peer Allegations

At Worsley Bridge Primary School there is an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Behaviour Policy which sets out our expectations and consequences for unacceptable behaviour together with visible staff presence. We seek to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or one of the Safeguarding Designated Officers will disclose any information about a pupil to other staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSO and to seek further support as appropriate.

Allegations Against Staff

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure the child is safe and supported and c) inform the Headteacher as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- The Headteacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO) **tel.020 84617669, fax. 0208313 4324, email. Lado@bromley.gov.uk**
- If an allegation is made against the Headteacher then the Chair of the Local Committee must be informed and they will then discuss the allegation with the Local Authority Designated Officer.
- The school will follow both the London and Bromley Safeguarding Children Boards protocols for managing allegations.
- Appropriate whistleblowing expectations, which are reflected in staff training, are in place for concerns to be raised with the school's Senior Leadership Team (SLT).

- All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing Procedures*.
- Where a staff member feels unable to raise an issue with the DSO or SLT or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00am to 8:00pm, Monday to Friday) and email: help@nspcc.org.uk

Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy. It complies with LA Guidance, 'The Use of Restraint and Positive Handling in Schools' This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention should be appropriately trained.
- We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Extremism and Radicalisation

- Please refer to our Extremism and Radicalisation Safeguarding Policy for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation.
- We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences, we will ensure that pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- However, staff at Worsley Bridge Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)
- Therefore all adults working in Worsley Bridge Primary School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Officer or Headteacher, including any harm through extremism or radicalisation.

Safer Recruitment

- The School will implement their responsibilities for safer recruitment strategies as recommended in *Keeping Children Safe in Education 2016*.

- The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school.
- All Local Committee members will have an Enhanced DBS check.
- The prohibition from teaching check must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not; and recorded on the Single Central Record.
- For agency staff, it is now a requirement that schools check that the person presenting at the school, is the same person that the agency has provided the vetting checks for.
- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.
- The school must keep a single central record,
- ***If a school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.***

5. Making a Child Protection Referral

Who to contact:

(MASH) Referral and Assessment Team

Email: mash@bromley.gov.uk

Tel: 020 8461 7373 / 7379 / 7026

Fax: 020 8313 4400

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Out of Hours – Emergency Duty Team

5.00pm - 8.30am and weekends

Tel: 0300 303 8671

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the multi-agency Children's Social Care Referral Form (available at: bromleysafeguarding.org). The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day.
- With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral.
- If a child is at risk of immediate harm then the Police should be called.

Common Assessment Framework

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a CAF:

- If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their well-being.
- You receive a request from the child/young person or parent/carer for more support.
- You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- You want to use the CAF to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better
- Please refer to the Bromley Safeguarding Thresholds Guidance available on the Bromley Safeguarding Board's website.

Case Conferences

- If invited to a Child Protection Case Conference staff will be given priority to attend.
- A full report should be taken to the Conference or sent (if unavoidably unable to attend).
See Appendix Four

DEFINITIONS OF CHILD ABUSE AND NEGLECT

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 maltreatment of a child, although it may occur alone.

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.

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.

(Keeping Children Safe in Education 2016)

4. Appendix Two

WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- Stay calm and reassuring.
- *The steps below are generally completed by members of trained staff, however if this possible then staff should follow this guidance*
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child
- **Refer**
- Debrief with your line manager

Note: A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

CHILD PROTECTION PROCEDURES PHYSICAL INJURY TO CHILDREN

Checklist for Recording

- When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:
- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

Note: Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not strip children. If the child is injured Children's Social Care will arrange for a Child Protection Medical.

Also record

- Explanation for the injury:
 - Child (use child's own words)
 - Adult
- General appearance of the child:
 - Clothing
 - Hygiene
- Child's attitude/demeanour
- Parent's attitude
- Action taken/proposed
 - In your view, does the child need treatment?
- Your name, designation, agency, telephone number
- Date and time of your observation

**FORMAT FOR REPORT FOR A CHILD PROTECTION
CONFERENCE**

Reports for conference should aim to be no longer than two to three sides of A4.

Reports should contain principally fact and direct observation. Keep opinion to a minimum, and only opinion which can be evidenced by fact.

Report for Child Protection Conference

Name of Child:

Date of Birth:

Address:

1. How long child/children have been at school, and if appropriate names and dates of any previous schools

- Reason for referral to agency if applicable
- Services offered/ referrals made

2. Brief information re. the child

- Health
- General Progress
- School Attendance
- Who brings/collects
- Communication Skills
- Social Skills
- Relationships peers/staff/family
- Child's response to school

3. Comments, if any, re. the incident leading to the conference

4. Any historical information regarding the family and child, of relevance

5. Any comments regarding other members of the child's family - parents/carers/extended family/siblings

Name of Author:.....

Designation of Author:.....Date:.....

5. Appendix Five

<p>WHAT TO DO WHEN A CONCERN IS RAISE REGARDING EXTREMISM OR RADICALISATION</p>
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- Stay calm and reassuring.
- *The steps below are generally completed by members of trained staff, however if this possible then staff should follow this guidance*
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child on a Blue child protection form kept in the staff room. Remember the child's exact words. Record your own statements to the child
- **Refer**
- Debrief with your line manager

Note: A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

If any person has a concern regarding abuse, extremism or radicalisation then these concerns **MUST** be raised with a line manager and recorded on a child protection blue form

Appendix 6



WORSLEY BRIDGE
PRIMARY SCHOOL

Child Protection Form

Date	Incident Time	Location	
Full name of pupil	Class	Report Completed by	
Pupil Premium	Ethnic Code	SEN	Language spoken
Summary of concern/incident <i>(please record the pupils exact words where possible and continue over leaf if necessary)</i>			
Was the children spoken to alone?	Where will the child be in the next 24hours?	Is the child at risk of immediate harm (if yes please tick type)?	
		Physical Emotional Sexual Neglect	
Are there any siblings at risk of harm?	Are there any other family members at risk of harm?	CAF completed?	
Action taken by DSO			
Name of DSO			

Parents Contacted		
If yes record any comments		
If no provide a reason		
Any other agencies contacted		
Lado	Local Committee member	Police
Social Services	Safe Guarding Board	LA
Circulated to (please tick)		
Headteacher	Deputy	Other member of SLT
Class teacher	Learning Mentor	Senco
Family Worker	Other	

Signed: Chair of Local Committee

Signed: LC member with responsibility for Safeguarding & Inclusion

Signed: Headteacher

Date: