

# Policy

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# Child Protection

Published: October 2011  
For Review: 2012–13





# Our Purpose

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The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others.

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**This policy was adopted by the Governing Body**

Signature:

A handwritten signature in black ink, appearing to read 'R Lavery', written over a horizontal line.

Mr R Lavery, Chair of Governing Body

Date:

5/10/2011

# **CHILD PROTECTION POLICY**

St. Mary's is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

St Mary's school will fulfil local and national responsibilities as laid out in the following documents:-

- **Working Together to Safeguard Children (DCSF 2010)**
- **Safeguarding Children & Safer Recruitment in Education (DfES 2007)**
- **Leeds Safeguarding Children Board Procedures (2007)**
- **Children Act 1989 (as amended 2004 Section 52)**
- **Education Act 2002 s175**

## **Overall Aims**

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs

## **1. In-school procedures for protecting children**

**All staff and visitors will:**

- be familiar with the school's child protection policy including issues of confidentiality.
- be alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.
- record concerns on a "Cause for Concern" form (**Appendix 5**). Staff have access to blank copies of the "Cause for Concern" form, which, once completed, must be handed to the Designated Staff (Claire Anderson, Tom Rothwell or Graham Priestley).
- deal with a disclosure of abuse from a child in line with the recommendations in **Appendix 2**. These must be passed to one of the Designated Staff immediately, followed by a written account.
- be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- be subject to 'Safer Recruitment' processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- be expected to behave in accordance with the Education Leeds' guidance – "Safe Working Practice in Education Settings" (April 2008).

## **2. The Designated Staff**

- Currently these are Claire Anderson, Tom Rothwell, Graham Priestley. Along with the Headteacher, they will be responsible for co-ordinating all child protection activity.
- Our named Designated Officer on Senior Management Team with lead responsibility and management oversight/accountability for Child Protection is Claire Anderson.
- Where the school has concerns about a child, the Designated Staff, in consultation with the Headteacher if appropriate, will decide what steps should be taken. See flowchart below.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Staff feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

- Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with home school policies and give due regard to which adults have parental responsibility.
- **Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.**
- If a pupil moves from our school, Child Protection records will be forwarded onto the named designated Child Protection Officer at the new school, with due regard to their confidential nature. Transferring schools will forward Child Protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Schools are permitted to keep a copy of the chronology sheet for their own records. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent, "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation.
- Where a vulnerable young person is moving to a further education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a designated member of staff resigns their post/ no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is not feasible, it is the responsibility of the Head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All high schools must ensure the named Senior Officer for Child Protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These reviews must be evidenced by minutes and recorded in case files.

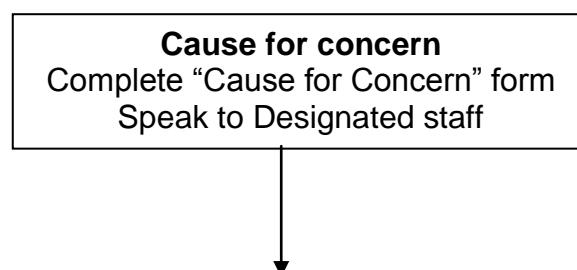
### **3. The Governing Body**

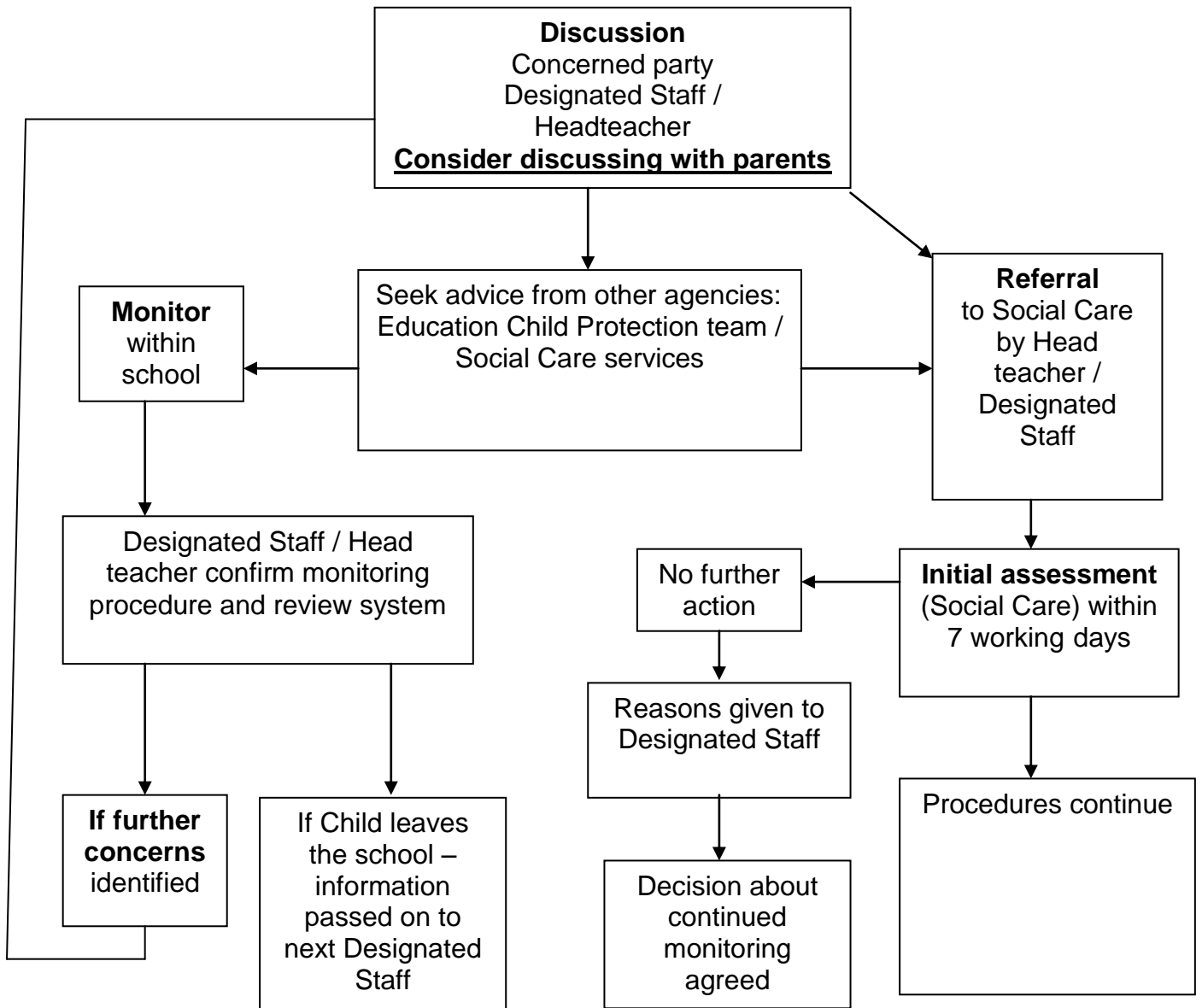
- The Nominated Governor for child protection at the school is Julia Findlay.
- She is responsible for liaising with the Headteacher / Designated Staff over all matters regarding Child Protection issues. The role is strategic rather than operational – she will not be involved in concerns about individual pupils.
- The Nominated Governor should liaise with the Headteacher and Designated Staff to produce an annual report for Governors. For example of the possible format of the report (**Appendix 7**).

The Governing Body ensures that:-

- The school has a Child Protection Policy & Procedures in accordance with LA / LSCB guidelines
- “Safer Recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers
- At least one senior member of the school’s Senior Management Team is designated to lead on Child Protection issues and at least one Designated Governor
- The Designated Staff have appropriate refresher training every two years
- The Headteacher and all other staff who work with children undertake training at three yearly intervals. That temporary staff and volunteers are made aware of the school’s arrangements for Child Protection and their responsibilities
- The Governing Body remedies any deficiencies or weaknesses brought to its attention without delay
- The school has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Headteacher
- The Governing Body reviews its policies/procedures annually and provides information to the LA about them.

### **Summary of in-school procedures to follow where there are concerns about a child**





## **Working with other agencies to protect children**

### **1. Involving parents / carers**

- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Staff. However, there may be occasions when school will contact another agency **before** informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

### **2. Multi-agency work**

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. Referrals should be made, by the Designated Staff, to the central Local Authority call centre using the “Common request for Service Form” (**See Infobase quick-link D3358**). Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.
- We will co-operate with Children and Young People’s Social Care where they are conducting Child Protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings (section 17 procedures).
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation, implementation and review of the plan as appropriate.

### **Our role in the prevention of abuse**

**We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.**

### **1. The Curriculum**

- Relevant issues will be addressed through the PSHCE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education and bullying.

- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, SRE, Art.

## **2. Other areas of work**

- All our policies which address issues of power and potential harm, e.g. Bullying, Equal opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole school approach.
- Our Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

### **Our role in supporting children**

#### **We will offer appropriate support to individual children who have experienced abuse or who have abused others.**

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, there will be a co-ordinated multi-agency approach to respond to their needs, which will include youth justice (where appropriate), children's social care and health **(see Leeds LSCB procedures section 5.1 Abuse by Children and Young People)**.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people that abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

### **A Safer School Culture**

#### **Safer Recruitment and Selection**

The school pays full regard to 'Safeguarding Children and Safer Recruitment in Education' (DfES 1/1/07). Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous

employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checks of the ISA barring lists and Criminal Records Bureau checks .

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

R Pritchard, C McMahon, G Osborne and A Whelan have undertaken CWDC/NCSL Safer Recruitment training. (One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel). In addition at least one of the Governors sitting on each recruitment panel will have undertaken CWDC/NCSL safer recruitment training.

### **Safe Practice**

All staff and volunteers work within the guidance of the Education Leeds' guidance, "Safe Working Practice in Education Settings" (April 2008) and, "E-Safety Guidance for Schools and Services within Education Leeds" (August 09).

### **Staff Support**

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Designated Staff C Anderson, T Rothwell or G Priestley. The Children's Services Education - Child Protection team are also available for advice and support (**Tel: 0113 395 1211**).

Claire Anderson - senior lead designated person for child protection) is responsible for ensuring that all designated staff have access to regular safeguarding case supervision.

### **Staff training**

- The Designated Staff will aim to have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCB multi-agency 1-day course *Level 2 Working Together*. They will attend refresher training at least every two years.
- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training can be via the Children's Services Education Child Protection Team.
- The Headteacher will attend training at least every three years.
- Governors, including the Nominated Governor, attend specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Children's Services Education Child Protection team.

### **Procedures in the event of an allegation against a member of staff or person known in the school. (DfES 1/1/07)**

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:-

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

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations / concerns about colleagues and visitors must be reported direct to the Headteacher unless concern relates to The Headteacher, in which case they should be reported to the Chair of Governors.

All potential allegations will be notified **immediately** to the school's Children's Services - HR business partner in line with 'Safeguarding Children and Safer Recruitment in Education' (DfES 1/1/07 chapter 5). We will follow the procedures laid out in "Safeguarding Children and Safer Recruitment in Education (DfES 2007).

See also:

- Children's Services Education - Safer Recruitment Policy Statement (quick-link D198),
- Children's Services Education Personnel Handbook chapter 8, 'Working Together to Safeguard Children' (DCSF 2010)
- LSCB procedures 2007 ([www.leedslscb.org.uk](http://www.leedslscb.org.uk)).
- Dealing with allegations of abuse against teachers and other staff (DCSF 2009 & Dfe 2011).

### **Children with additional needs**

**St Mary's School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.**

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body Pupil Discipline Committee.

## **Children in Specific Circumstances**

This school follows the Children's Services - Education / LSCB, online multi-agency procedures for children in specific circumstances as outlined below—see *infobase* or [www.leedslscb.org.uk](http://www.leedslscb.org.uk) (reference sections see below:)

- 5.1 Abuse by Children and Young People
- 5.2 Abuse Linked to Spiritual and Religious Beliefs
- 5.3 Abuse of Disabled Children
- 5.4 Allegations of Harm Arising from Under Age Sexual Activity
- 5.5 Bullying
- 5.6 Child Abuse and Information Communication Technology
- 5.7a Safeguarding Children and Young People from Child Sexual Exploitation - West Yorkshire Safeguarding Children Boards' Protocol and Practitioner Guidance
- 5.8 Children and Families who go Missing
- 5.9 Children At Risk Where A Parent Has A Learning Disability
- 5.10 Children At Risk Where A Parent Has A Mental Health Problem
- 5.11 Children from Abroad (including Migrant Children and Unaccompanied Asylum Seeking Children)
- 5.12 Children Living Away from Home (including Children and Families living in Temporary Accommodation)
- 5.13 Children Missing from Education
- 5.14 Children Moving Across Boundaries
- 5.15 Children of Alcohol Misusing Parents
- 5.16 Children of Drug Misusing Parents
- 5.17 Domestic Violence
- 5.18 Complex (Organised or Multiple) Abuse
- 5.19 Fabricated or Induced Illness

- 5.20 Female Genital Mutilation
- 5.21 Forced Marriages
- 5.22 Harm to Animals and Possible Implications for Children
- 5.23 Intimate Care Good Practice Guidelines
- 5.25 Race and Racism
- 5.26 Reluctant and Hostile Families
- 5.27 Safeguarding Children who may have been Trafficked

## Appendix One

### Definitions and indicators of abuse Reference: Composite File, Section 2

#### Neglect

**Neglect: 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. Neglect may occur during pregnancy as a result 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)
- Ensure access to appropriate medical care or treatment

**It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.**

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

#### Physical abuse

**Physical abuse: Physical abuse 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.**

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes  
Bite marks  
Round burn marks, burns and scalds  
Lacerations, wealds  
Fractures  
Bald patches  
Symptoms of drug or alcohol intoxication or poisoning  
Unaccountable covering of limbs, even in hot weather  
Fear of going home or parents being contacted  
Fear of medical help  
Fear of changing for PE  
Inexplicable fear of adults or over-compliance  
Violence or aggression towards others including bullying  
Isolation from peers

### Sexual Abuse

**Sexual abuse: 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 act of sexual abuse as can other children***

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge  
Anal or vaginal discharge, soreness or scratching  
Reluctance to go home  
Inability to concentrate, tiredness  
Refusal to communicate.  
Thrush, Persistent complaints of stomach disorders or pains  
Eating disorders, for example anorexia nervosa and bulimia  
Attention seeking behaviour, self mutilation, substance abuse  
Aggressive behaviour including sexual harassment or molestation  
Unusually compliant  
Regressive behaviour, Enuresis, soiling  
Frequent or open masturbation, touching others inappropriately  
Depression, withdrawal, isolation from peer group  
Reluctance to undress for PE or swimming  
Bruises, scratches in genital area

## Emotional abuse

**Emotional abuse: 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 in participating in normal social interaction. It may also 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**

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self deprecation

Delayed physical, mental, emotional development

Sudden speech or sensory disorders

Inappropriate emotional responses, fantasies

Neurotic behaviour: rocking, banging head, regression, tics and twitches

Self harming, drug or solvent abuse

Fear of parents being contacted

Running away

Compulsive stealing

Masturbation, Appetite disorders - anorexia nervosa, bulimia

Soiling, smearing faeces, enuresis

**N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.**

## Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries

- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

### Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

## Appendix Two

### Dealing with a disclosure of abuse

#### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to social services without delay, by the Headteacher / Designated Staff using the correct procedures as stated in the guidelines.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your designated staff or Headteacher; alternatively the agencies listed in the **Composite File, Section 13** can be contacted

### Appendix Three

#### **Allegations against a member of staff or volunteer**

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect:** may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc...
- If a child makes an allegation against a member of staff, visitor or volunteer the Headteacher should be informed immediately. The Head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation himself or interview pupils. As part of this initial consideration, the Headteacher should consult with the education personnel section who will then contact Social Care.
- The consultation between school, personnel and social care will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the child/ren, informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for).
- Where the allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the education personnel section and social care in determining the appropriate way forward. For details of these specific procedures, see **Composite File Child Protection Section 15, Safeguarding Children & Safer Recruitment in Education (DfES 2007 chapter 5)** and **Children's Services Education Personnel Handbook chapter 8. LSCB Procedures 2007 ([www.leedslscb.org.uk](http://www.leedslscb.org.uk))**



**Confidential**

**Cause for Concern Form**

**Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Child Protection staff C Anderson, T Rothwell, G Priestley.**

**Name of child..... Class / Tutor group.....**

**Name of staff member completing form.....**

**Day..... Date..... Time..... Place.....**  
(of observed behaviour / discussion / disclosure)

**Nature of incident / concern including relevant background** (Record child's words verbatim)

**Signed:** \_\_\_\_\_

**Action/passed to** \_\_\_\_\_

**For: Designated Child Protection Officer Use**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

<b>Action Taken</b>	<b>By whom</b>	<b>Outcome</b>
<b>Discuss with child</b>  <i>Ensure the child's wishes and feelings are ascertained where appropriate.</i>		
<b>Monitoring sheet</b>		
<b>Check behaviour database</b>		
<b>Contact parents</b> <b>Please tick</b>  <b>Telephone Call</b> ____ <b>Meeting:</b> ____		
<b>Check SEN Register</b>		
<b>Refer to Social Care</b>		
<b>Other (Please specify)</b>		

**Confidential**

**Ongoing Monitoring Form**

**Name of child..... Class / Tutor group.....**

<b>Day &amp; Date</b>	<b>Observation / incident</b>	<b>Staff initials</b>	<b>Action taken</b>

## **GOVERNORS REPORT (SUGGESTED PROFORMA)**

In accordance with recommendations in the Council of Local Education Authorities Guidance 1/96, every school should have a Nominated Governor whose role is to ensure child protection procedures are implemented effectively by the school.

The guidance further recommends a report be produced annually in collaboration with the Headteacher and designated Child Protection Officer, and presented to the Governing Body.

### ***INTRODUCTION***

- Outlining the role of school in legislation and guidance.
- Indicating number and names of any designated staff with any particular responsibility

### ***REVIEW OF THE PAST YEAR***

Indicate any actions regarding:

- Policy and procedures in school
- Training of staff groups, designated staff, whole staff, lunchtime supervisors, including induction and updating
- Number of cases causing concern **(NO NAMES OR DETAILS)**
- Number of referrals to other agencies **(NO NAMES OR DETAILS)**
- Number of single or interagency meetings held/attended, and any relevant recommendations for action as a consequence. **(NO NAMES OR DETAILS)**

### ***FUTURE DEVELOPMENTS OR TARGETS***

- Recommendations for action - who is responsible and timing
- Training
- Curriculum Issues
- Pastoral Support and Welfare Issues
- Policy Review
- Monitoring good practice in school
- Interagency Communication