

# TARLETON ACADEMY

## Child Protection Policy & Procedures

### INTRODUCTION

Child protection is part of safeguarding and protecting welfare and, as such, this policy makes reference to and is consistent with those other policies and procedures which address broader safeguarding issues.

There are two aspects of safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimized: and
- Arrangements to take all appropriate actions to address concerns about the welfare of the child or children, working to agreed local policies and procedures in full partnership with other agencies

The **Policy** document provides an overview of the school's position and arrangements in respect of child protection and safeguarding;

The **Procedures** provide staff with clear guidance about the action they should take in the event that they are concerned about a child or young person

### Important Sources of Further Information

- 'Safeguarding Children & Safer Recruitment in Education' DCFS (2007) – replaces former DCSF Guidance and makes clear roles and responsibilities of education professionals, establishments and organizations. This includes the most up to date guidance on CRB and Safe Recruitment and Selection.
- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (2006) – which makes explicit what action should be taken at the point of referral to Children's Integrated Services (CIS, formerly Social Services)
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2006);
- Child Protection Information Pack (Lancashire LA Child Protection Service 2004) – Electronic versions of these templates are contained within the CD Rom provided in this pack.
- What To Do If You're Worried A Child is Being Abused (Department of Health 2004)

### Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Person & Deputy DSP	Nominated Governor
2011 / 2012	Designated Senior Person: Mrs N Fairhurst  Deputy DSP: Mrs J Sides	Mr P.E.Finch

**Training for Designated Staff in School** (Note: DSPs should refresh their training every 2 years)

<b>Name of Staff Member / Governor</b>	<b>Date when last attended CP Training</b>	<b>Provided by Whom (e.g. LCC, Governor Services)</b>
Mrs N Fairhurst	July 2011	LCC
Mrs J Sides	July 2011	LCC
Mr P Finch	December 2011	LCC

**Whole School Child Protection Training** (all staff should receive induction and an update every 3 years)

<b>Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)</b>	<b>Date</b>	<b>Training Delivered by</b>
All teaching and support staff	11/10/2010	Mr A D Hardiker, former Headteacher, using CIS materials and handouts.

**Review dates for this policy**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
November 2010 11 October 2011	Deputy DSP changed to Mrs J Smith DSP changed to Mrs N Fairhurst & Deputy DSP changed to Mrs J Sides	J Batey, Clerk Standards & Effectiveness Committee

## **PURPOSE OF A CHILD PROTECTION POLICY**

The purpose of this whole school child protection policy is to provide clear direction to all staff and others about expected codes of behaviour in dealing with child protection issues. It will also make explicit the school's commitment to the development of good practice and sound procedures. This will ensure that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

## **INTRODUCTION**

Tarleton Academy fully recognizes the contribution it can make to protect children and support students in school. There are three main elements to our Child Protection Policy:

- **Prevention;** by promoting a positive school atmosphere, teaching and pastoral support to students
- **Protection;** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support;** to students and school staff who may have been abused.

This Policy applies to all students and adults who work in the school

## **SCHOOL COMMITMENT**

Tarleton Academy recognize that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will be achieved through the Children's Voice, School Council, regular blogs on Moodle and through an open and actively promoted Anti-Bullying Policy.
- Ensure that children which adults in the school they can approach if they are worried or are in difficulty. This is promoted by the Director of Student Services through the Personal Development Team.
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. This will be encouraged at Key Stage 3 through SEAL activities undertaken during tutor time and timetabled PSHE lessons.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The school has developed a relationship with Young Peoples' Services, especially at Key Stage 4 and their representatives come in to school to deliver Sexual Health and Relationship Education.

- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. **To promote the school's already responsive relationship with parents, Tarleton Academy has appointed a dedicated Parent Support Worker and has committed to funding an Attendance Improvement Worker with partner schools.**

## FRAMEWORK

*'Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect at an early stage, referring those concerns to the appropriate organization, contributing to the assessment of a child's needs and, where appropriate, to contribute to no-going action to meet those needs. They are also well placed to give a view on the impact of treatment or intervention on the child's care or behavior.'* (Working Together to Safeguard Children)

Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

[www.lancashire.gov.uk/safeguardingchildrenboard](http://www.lancashire.gov.uk/safeguardingchildrenboard) will provide you with all the information you need about the LSCB

## ROLES AND RESPONSIBILITIES

- *All* adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

### **The Role of the Designated Senior Person (Child Protection)**

The Designated Senior Person (DSP) (Child Protection) at Tarleton Academy is Mrs N Fairhurst . The deputy is Mrs J Sides. The role of the DSP is as follows:

- Responsible for maintaining child welfare and child protection records centrally, securely and, where appropriate (i.e. CP records), confidentially
- Responsible for sharing records appropriately when children leave or move schools
- Responsible for co-ordinating action in child protection situations e.g. monitoring and support plans in school, referring to other agencies, attending Child Protection Conferences and other meetings
- Ensures that a CP policy is in place and that staff are aware of its content and their responsibilities within it.
- Reviews policy annually and ensures sign-off by Governing Body
- Attends refresher training every 2 years (inc. multi-agency training)
- Ensures all staff receive induction and an update every 3 yrs
- Offers support and advice to staff , day to day, who may have concerns about children in school

- It is not appropriate for members of the Governing Body to be informed about individual cases because it would breach confidentiality. Also, the role of the Governing Body is to oversee the operation of the policy but not to be involved in its operation in individual cases
- Within the Local Authority of advice and support can be accessed from the following sources:

Education Safeguarding Officers

Safeguarding Unit

Room B16

County Hall

Preston

PR1 8RJ

Paul McIntyre (Schools Safeguarding Co-ordinator)

01772 532634 / 07766 367 597

[Paul.mcintyre@lancashire.gov.uk](mailto:Paul.mcintyre@lancashire.gov.uk)

Mary Aurens (Schools Safeguarding Officer)

01772 431196 / 07810 267 503

[Mary.aurens@lancashire.gov.uk](mailto:Mary.aurens@lancashire.gov.uk)

Safeguarding Unit Admin

01772 532723 / 534443

See also 'Safeguarding Children & Safer Recruitment in Education' (DCFS 2007) A hard copy is in school but can also be accessed at: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## **PROCEDURES**

'Where it is believed that a child is suffering from, or is at risk of significant harm, Tarleton Academy will follow the procedures set out in the document produced by Lancashire Child Protection (Education) Service (**Updated September 2009**) the Child Protection Information Pack - 'Handling Concerns About the Welfare and Safety of Children and Young People.

- Staff will be kept informed about child protection procedures on an annual basis through the school's Continuing Professional Development (CPD) programme. The training will be for all teaching and support staff. **Training for catering and cleaning staff will be organized separately but annually.**
- We will inform parents of the school's duties and responsibilities under the child protection procedures **in the parent information pack which is distributed annually to all parents and through the school's web site.**

## **TRAINING AND SUPPORT**

Tarleton Academy will ensure that the Deputy Designated Senior Person and the nominated governor for Child Protection shall attend training relevant to their role at intervals of not longer than 2 years. The Designated Senior Person will also attend Inter Agency Child Protection training within this timescale.'

- All teaching staff and support staff will receive basic training on Child Protection as part of their induction and this will be updated every three years. This will be delivered by the Deputy DSP, Mrs. J Sides who will use the LSCB training materials.
- Staff will be kept informed of current child protection issues, where relevant, at morning briefings.
- If a member of staff has concerns or queries about child protection, he or she should consult the DSP or Deputy DSP
- If an individual member of staff has any concerns or queries about any Child Protection matter they should discuss them with their line manager, a Personal Development Manager or a member of the Senior Leadership Team.

## **CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

- Parents will be informed about the basic principles regarding confidentiality **through the parent information pack and through the school's web site.** Governors will be reminded by the Chair of the Governing Body that if a named child is discussed, then the confidentiality procedures of the Governing Body will operate and that they apply to all persons present.
- A staff member must never guarantee confidentiality to a child. This requirement will be repeated during the annual training, the three year training and will be part of the induction process for all staff.
- Staff should refer to Appendix 2 of the attached Procedures template on what to say to a child who asks the adult to keep a secret and how to advise the child that the information may need to be shared with others.
- The DSP and /or the Deputy DSP need to be given information relating to a child for whom there are concerns.
- Staff must not share this information with, or approach for further clarification, the alleged perpetrator of the child protection issue.

- The DSP and Deputy will determine who should be contacted under the LSCB procedures?

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## **RECORDS AND MONITORING**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

- If a student approaches a member of staff with a concern which appears to be a child protection issue, the member of staff should:
  - Explain that this concern cannot be kept confidential
  - Explain that the member of staff will need to consult either the DSP or Deputy DSP
  - Consult immediately either the DSP or Deputy DSP but no one else
  - Record, before the end of the day the child's concerns, using as far as possible, the word used by the child and hand this to either the DSP or Deputy DSP
- When it becomes apparent there are child protection concerns, the DSP will record the concerns in the Serious Incident Book which is kept in the DSP's office, its location being known only to the DSP, the Deputy DSP and the Headteacher's PA.
- Staff do not have open access to information contained in the Serious Incident Book as it is kept in a locked filing cabinet to which only the DSP and his PA have access.
- Teacher-held notes will not become part of school record and should be destroyed.
- The school will monitor children about whom there are concerns at the weekly SENaPOD meetings
- SENaPOD team members will be notified that a child is being monitored but no one else.
- The DSP and Deputy DSP will collate concerns through the discussions at the weekly SENaPOD meetings
- If the monitoring records indicate sufficient concern to warrant a referral, the DSP / Deputy will always consider the following points:

- Am I dealing with a 'risk' or a 'need'? By definition, a child at risk is also a child in need. However, what is the priority/level of need?
- Can the level of need, as defined by the Common Assessment Framework, be met in or by the school accessing Local Authority or Universal Services, without referral to social services, by working with the child, parent/carer and colleagues?
- What resources are available to me and what are their limitations?
- Is the level of need such that a referral needs to be made to social services which requests that an assessment of need to be undertaken under Section 17?
- What information is available to me; parents, family and environment?
- Do I need to make an enquiry of the LSCB? What information is accessible and, potentially, how significant might this be?
- Who do I /don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and support? LSCB?
- If I am not going to refer, then what action am I going to take eg. Time limited , monitoring plan, discussion with parents/carers or other professionals?
- How are staff briefed as to the status of these records in respect of parental access?
- If a child leaves the school, what happens to the child protection files?
- How are staff briefed as to the status of these records in respect of parental access?
- If a child transfers or leaves the school, what happens to the child protection File, if there is one, and what happens if no one knows which area and/or school they have moved to?

**See also Appendix 2: Risk Assessment 'Checklist' in the Child Protection Information Pack**

## **CHILD PROTECTION CONFERENCES**

Where there are concerns that a child is suffering from harm and that the concerns are unresolved, a Child Protection Conference will be convened. The purpose of the conference is for professionals and family members to meet together to discuss any concerns regarding the care and protection of the child.

The only decision that can be made at a Child Protection Conference is whether or not the child will be in need of a Child Protection Plan.. If so, the plan will be put into place which is regularly reviewed.

When the issues causing harm have been resolved the Child Protection Conference will make the decision to cease the Child Protection Plan

The Chair of the Conference extends an invitation to the school rather than a named person. The DSP or Deputy would attend these conferences unless there was good reason for a more appropriate person to attend.

Training and support will be made available to staff who attend conferences.

Trained will be made to staff to produce relevant, concise and professional reports for these conferences.

For further information:

**Go to [www.lancashire.gov.uk/safeguardingchildreboard/](http://www.lancashire.gov.uk/safeguardingchildreboard/) and access Chapter 5 of the Safeguarding Children Procedures**

## **SUPPORTING STUDENTS AT RISK**

Tarleton Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)<sup>1</sup>;
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- Regular liaison with other professionals and agencies who support the students and their families, in-line with appropriate confidentiality parameters;
- A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school. These are:

- Supporting Students with Medical Needs
- School Security
- Staff Codes of Conduct
- Behaviour Management Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- Handling Allegations of Abuse Against Staff
- Safeguarding

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

Go to [www.lancashire.gov.uk/safeguardingchildrenboard/](http://www.lancashire.gov.uk/safeguardingchildrenboard/) and click on 'Domestic Violence'

## **SAFER SCHOOLS, SAFER STAFF**

- No organisational, personal or professional difficulties can get in the way of protecting children?
- Guidance will be given to school staff about physical contact with students through the appropriate policy.
- No member of staff should work on a one-to one situation with a student for whom there are child protection concerns. The DSP/Deputy will inform staff about such students on a need to know basis.
- Staff will be advised during their annual training about avoiding situations where allegations may be made against them.
- If school staff are asked by a student(s) about counselling and/or giving advice to children/young people about sexual matters, they should advise the young person to seek advice from a health professional. The member of staff should make sure that the student knows the sources of confidential help available. The member of staff should enable the young person to contact those sources of help as and when appropriate. The Member of staff should enable the young person to speak to the required service in a private manner. The young person should also be encouraged to discuss the matter with their parents/carers. All staff will be instructed to follow this advice by the headteacher.
- The set procedure for dealing with a child under 16 who is having or contemplating having a sexual relationship is the teaching of Sex and Relationship Education in PSHE and Science lessons. These lessons include biological facts, contraception, effective sexual health and relationships.
- A member of staff who is involved, or potentially involved in a discussion with a child under 16 who is having or contemplating having sex, should inform them of the confidential advice and encourage them to talk to their parents/carers. No advice about sexual matters should be given to the child by the member of staff.
- If a member of staff has a concern about the age or the age differences between the two young people who are having sex or contemplating having sex then those concern should be referred to the DSP/Deputy who will contact the LSCB for advice.
- If the child is under 13 then the matter should be referred to the DSP who will contact the LSCB for advice. Parents will be informed of policy in the information packs and through the school web site.
- The DSP should take available opportunities to share perspectives and experiences with practitioners from other agencies.
- All staff are advised to be members of professional associations in order to protect themselves in respect of civil liberties, disciplinary action and criminal prosecution in response to any professional act undertaken to protect children.

Go to: [www.Lancashire.gov.uk/safeguardingchildrenboard/](http://www.Lancashire.gov.uk/safeguardingchildrenboard/), Appendix Q: 'Working with Sexually Active Young People Under the Age of 18

- The school adheres to the Safe Recruitment Policies for all staff appointments. The Headteacher and Chair of Governors have undertaken the NCSL Safe Recruitment training.
- Staff will be made aware, on an annual basis of the current procedures in place when staff are face with allegations for abuse
- The DSP/Deputy will use that opportunity to remind staff of the need to reduce the possibility of abuse by shoo staff and other professional workers or anyone else working within the school setting by adhering to safe practices such as interviewing vulnerable students with another colleague present, leaving office doors open, seating in appropriate positions and avoiding any physical contact with a child if the member of staff is alone with them.

Also, go to : [www.lancashire.gov.uk/safeguardingchildrenboard/](http://www.lancashire.gov.uk/safeguardingchildrenboard/), Chapter 6, pp.16-20, and Appendix R: 'Procedure for Managing Allegations Against People who work with Children'<sup>2</sup>

## **HANDLING CONCERNS ABOUT THE WELFARE AND SAFETY OF CHILDREN AND YOUNG PEOPLE**

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

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

**The Designated Senior Person is Mrs N Fairhurst**

**The Back Up Designated Senior Person is Mrs J Sides**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSP/line manager will assist in determining the most appropriate next course of action<sup>3</sup>:

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

- Do nothing / assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

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

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<sup>3</sup> Detailed information on possible signs and symptoms of abuse can be found in Document C1 of the CP Information Pack (2004). Lancashire's Safeguarding Children Procedures' (ie, the County Child Protection Procedures) can be accessed at: [www.lancashire.gov.uk/safeguardingchildrenboard/](http://www.lancashire.gov.uk/safeguardingchildrenboard/)

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services/without referral to Children's Integrated Services (formerly Social Services) or other statutory / targeted services<sup>4</sup>
  - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Integrated Services (CIS) which requests that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (**Section 47 Child Protection referral**))
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?

### **Education Safeguarding Officers**

#### **Safeguarding Unit**

**Room B16**

**County Hall**

**Preston PR1 8RJ**

**Fax: 01772 531 451**

**Paul McIntyre (Schools Safeguarding Co-ordinator)**

01772 532634/07766 367 597

[Paul.mcintyre@lancashire.gov.uk](mailto:Paul.mcintyre@lancashire.gov.uk)

**Mary Aurens (Schools Safeguarding Officer)**

01772 531196/07810 267 503

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<sup>4</sup> See Appendix 4 - CAF

## **Safeguarding Unit Admin**

01772 532723 / 534443

- If I am not going to refer, then what action am I going to take? (e.g. CAF to other agency, time-limited monitoring plan, discussion with parents or other professionals, recording etc)

### **Feedback to Staff Who Report Concerns to the Designated Senior Person**

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

### **Thresholds for Referral to Children's Integrated Services (CIS)**

Where a Designated Senior Person or line manager considers that a referral to CIS may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

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

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

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

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

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

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

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

**The Designated Senior Person will make judgements around ‘significant harm’, levels of ‘need’ and when to refer.**

### **MAKING JUDGEMENTS ABOUT ‘SIGNIFICANT HARM’**

There are no absolute criteria upon which to rely when judging what constitutes significant harm; sometimes a single traumatic event may constitute significant harm. More often, however, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child’s physical and psychological development.

#### **(a) Children Act Guidance and Definitions**

Within the Children Act 1989, the following guidance is offered:

**Significance** is not defined within the Children Act although it is to be ‘measured’ in terms of:

- a child’s health and development; and
- that which could reasonably be expected of a similar child.

**‘Harm’** means ill treatment or the impairment of health or development;

**‘Development’** means physical, intellectual, social, emotional or behavioural development;

**‘Health’** means physical or mental health; and

**‘Ill treatment’** includes sexual abuse and forms of treatment that are not physical, including for example, impairment suffered from seeing or hearing the ill treatment of another.

#### **(b) To begin with, in order to understand and establish significant harm, it is necessary to consider:**

- The child’s development within the context of their family and wider social environment;
- Any special needs and how they impact at all levels (child and family);
- The nature of any harm and its likely impact upon the child’s health and development;
- The adequacy of parental care.

#### **(c) More specifically, how does the following contextual information shape your professional judgement about this situation?**

- Age of child (developmental stage/needs, vulnerability, abilities)?
- The ‘act(s)’ described or referred to – what is being described? Possible criminal act/investigation required? (10 is the age of criminal responsibility – e.g. if the concern relates to the actions of one child against another)

- Severity of ill-treatment?
- Degree and extent of physical harm?
- Duration and frequency?
- Extent and degree of premeditation?
- Degree of threat or coercion?
- Immediate risk?
- Nature of risk and evidence of risk – when and how is the child at risk?
- Impact upon the child's health and development?
- What am I being asked to do and what am I required to do in response to this information?

### **Making Referrals to CSC (Guidance for the Designated Senior Person)**

#### **(i) Child In Need/Section 17 Referrals**

The DSP should complete a Common Assessment Framework (CAF) form and email it to [csc.acscustomerservices@lancashire.gov.uk](mailto:csc.acscustomerservices@lancashire.gov.uk)

- This is a request for assessment/support/services and, as such, you ***must obtain the consent*** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF;
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents). You should notify your local CAF Officer that permission has been refused to undertake a CAF

#### **(ii) How to Make A Child Protection/Section 47 Referral**

Telephone call to the **Customer Service Centre (0845 053 0009)**; your referral information will be collated and forwarded to the relevant team manager for consideration and action.

- You still need to complete a CAF and should forward this as soon as possible - certainly **within 48 hours**
- You ***do not require the consent*** of a parent or child/young person to make a child protection referral
- A parent should, ***under most circumstances, be informed*** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
  - (a) Because this would increase the risk of significant harm to a child(ren); or
  - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
  - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the CAF and in any telephone contact with Children's Social Care .

### **CSC Responses to Referrals and Timescales**

In response to a referral, CSC may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) (See [www.lancashire.gov.uk/safeguardingchildrenboard](http://www.lancashire.gov.uk/safeguardingchildrenboard) and go to Chapter 5 of the Safeguarding Children Procedures)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

### **Feedback from Children's Social Care**

CSC has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to a Duty Social Worker, the relevant Team Leader or the LA's Education Safeguarding Officers (01772 531196 / 532634 / 532723)

This policy will be reviewed on an annual basis and revised accordingly.

Adopted by the Governing Body

Dated: 29<sup>th</sup> November 2011

## **Appendix 1: Useful Contacts**

### **Referrals**

Customer Service Centre	0845 053 0000
Out of Hours / Emergency Duty Team (EDT)	0845 602 1043

### **Schools Safeguarding**

Paul McIntyre (Schools Safeguarding Co-ordinator)	01772 532634
Mary Aurens (Schools Safeguarding Officer)	01772 531196

### **Allegations**

Tim Booth (Local Authority Designated Officer)	01772 536694
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### **Legal Services**

David Croall (Senior Solicitor)	01772 530849
Lynn Brewer (Solicitor, Legal Services)	01772 530569

### **Children missing Education (CME) Team**

Greg Vickers (CME Co-ordinator)	01772 532687
Tom Blacklock (North)	01772 531383
Pam Kornecki (HRV and East)	01254 220690
Susan Robinson (Chorley, SR and West)	01257 517333

### **Student Access (Admissions / Exclusions)**

Paul Bainbridge (Policy Officer)	01772 531654
Debbie Ormerod (North)	01524 581213
Lindsay Phillipson (South)	01772 261797
John Thompson (East)	01254 220706

### **Schools HR Consultancy**

Dave Hewitt (Team Manager)	01772 531758
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Steve Lewis (Senior - Lancaster, Fylde, Wyre)	01772 531776
Jeanette Whitham (Senior - Preston, HRV& CMS)	01772 531645
Anne Sutton (Senior – BPR)	01772 534928
Vic Welch (Senior – S Ribble, Chorley, West Lancs)	01772 531814
Claire Neville (Personnel Officer)	01772 530435
Wendy Hindle (Personnel Officer)	01254 220770

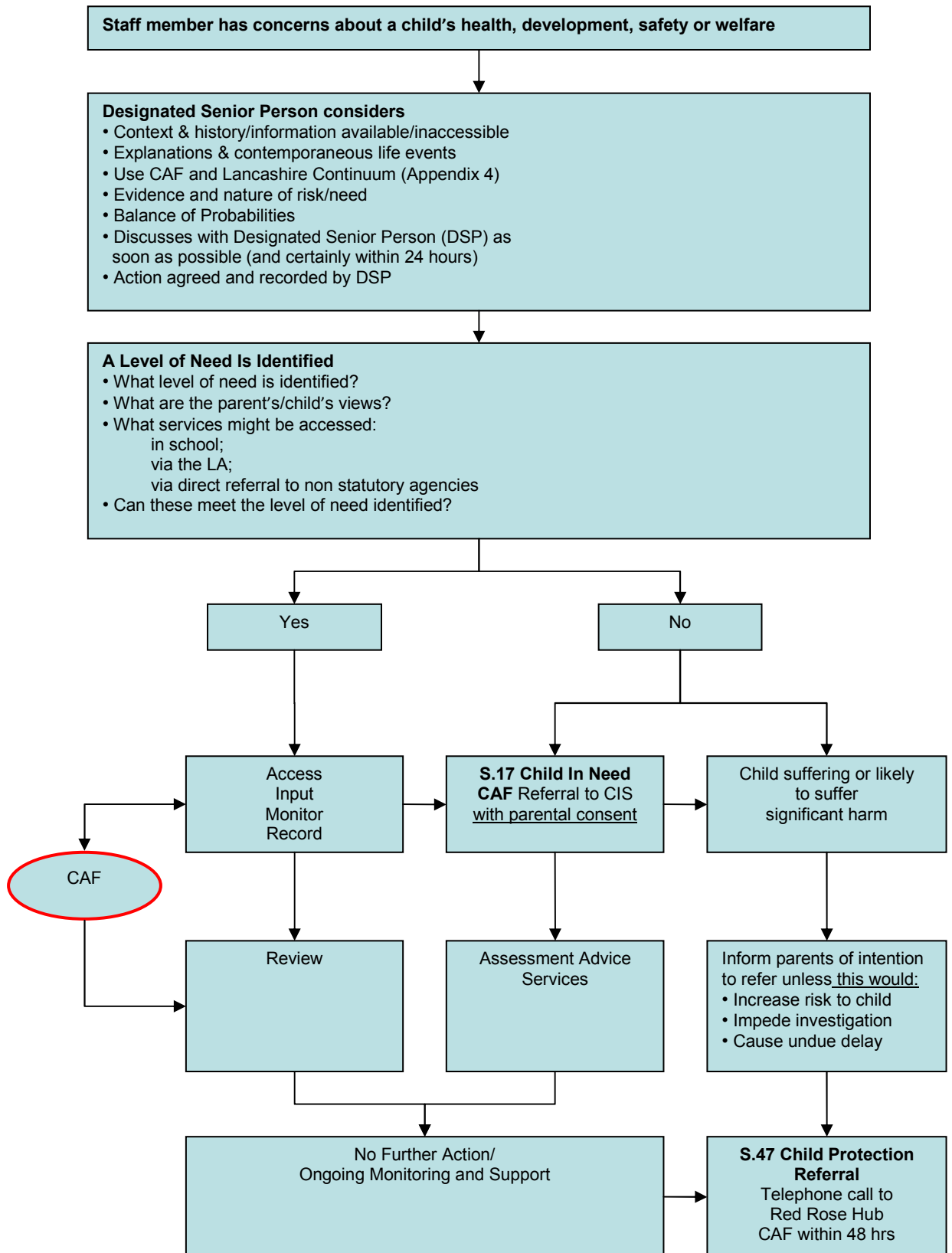
**LANCASHIRE STUDENT REINTEGRATION SERVICE**

Neil Scanlan (Service Manager)	
Tracey Jackson (Senior Manager (Primary))	01772 532290
Dylan Owen (Senior Manager (Behav & Attendance))	01772 531853
Laura Hurley (Senior Manager (Secondary))	01254 220781

## Appendix 2: Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/ vulnerability);
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

### Appendix 3: Taking Action Flowchart



The Designated Senior Person in School is Mrs N Fairhurst

The Deputy DSP is Mrs J Sides

## Appendix 4: CAF, Lead Professional and the Continuum of Need

If you feel that a CAF is needed:

1. Email the child's name, address and date of birth to [caf@ed.lancscc.gov.uk](mailto:caf@ed.lancscc.gov.uk) to check whether a CAF already exists

**If a CAF already exists** you will receive an email by return which details the unique number and the Lead Professional's name and contact details. You should then contact the Lead Professional and inform them that you are working with the family. You should then be invited to further Team Around the Child (TAC) meetings. This is known as an **open CAF**.

**If a CAF is not already in existence but another professional has contacted the CAF team about the possibility of undertaking a CAF** you will be given that professional's details so that you can contact them. (One option would be that you complete the CAF together along with the parent/carer/young person). This is known as a **pending CAF**.

**If a CAF does not exist and you are the only likely author of one**, complete a CAF with parents and/or child/young person and ensure you get their consent. Any child that is aged 13 or over and is deemed competent can consent to their own CAF.

### 2. Upon completion of a CAF

**If it is a single agency, non-statutory response** that is needed you should keep a copy of the CAF as part of the child's in-house record and send a copy as a referral to the agency identified within the CAF i.e. the one with the ability to meet the needs identified. Send a copy to your CAF officer

**If a multi agency response** has been identified, keep a copy of the CAF on the child's record, send a copy of the CAF to the CAF officer for your area and then send a copy of the CAF to every agency that you are inviting to the Team Around the Child (TAC) meeting along with a letter detailing the date, time and venue of the meeting. The parents and child need to be invited. You should also invite any agency that is already working with the family.

If the parents/child do not attend a **Team Around the Child (TAC)** meeting (it **cannot** go ahead and will need to be rescheduled). One key decision for the first TAC meeting will be to identify the Lead Professional. This does not have to be the person that completed the CAF (known as the author of the CAF) but it may be.

A TAC meeting would then be held every 4 weeks to review the Team Around **the Child plan**. **A copy of the TAC minutes should be sent to the CAF officer.**

The **Lead Professional** is usually the person best placed to meet the needs identified. The TAC plan would also be drawn up and agreed at this meeting. The Lead Professionals role is to be a single point of contact for the child/young person

and/or its family. To ensure that frontline services are co-ordinated and outcomes are achieved

**3. For any other CAF queries ring 01772 530514**

For detailed guidance, access to training and copies of documentation in respect of the Common Assessment Framework (CAF) process, press control and click on the following link:

[http://lccweb/education/every\\_child\\_matters/whats\\_involved/caf/index.asp](http://lccweb/education/every_child_matters/whats_involved/caf/index.asp)

CAF Officers are currently in post in the following areas:

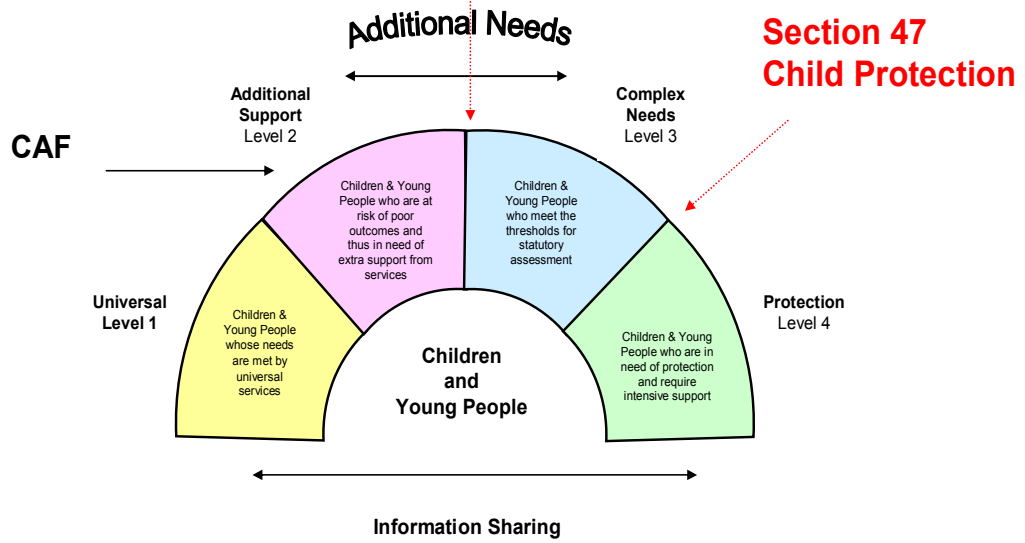
**North :** **Ruth Gardner**  
**07837066914**

**Rosendale, Hyndburn & Ribble Valley :** **Jacqueline Sumner**  
**07791699371**

**Burnley & Pendle :** **Paula Johnston**  
**07989856122**

**Chorley & South Ribble:** **Joanne Stephenson 07825431394**

**Section 17  
Child In Need**



Lead Professional will be nominated for any child/young person with a TAC Plan