



**Garstang Community
Academy**

**WHOLE-SCHOOL
SAFEGUARDING POLICY &
PROCEDURE**



This Policy has been produced in order to align with the main legislation and guidance pertaining to Safeguarding¹ and is up to date at the time of writing

1.INTRODUCTION & CONTEXT

(i)The Governors and staff of Garstang Community Academy (GCA) regard each child as a unique individual and therefore seek to support pupils' development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a secure school environment and clear lines of communication with trusted adults helps all children and especially those at risk of or suffering from abuse. These are regarded as central to the well-being of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos.

(ii) This policy is based upon and complies with:

- Lancashire Safeguarding Children Board's 'Safeguarding Children Procedures'²
- Safeguarding Children and Safer Recruitment in Education (DfES 2007)³
- Working Together to Safeguard Children (HM Govt. 2013)⁴
- GCA's's Values and Aims Statement.

(iii) Realistically, a single document such as this cannot hope to addresses all of the potential dimensions of *safeguarding and promoting the welfare* of pupils in school. Working Together to Safeguard Children (2013) defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

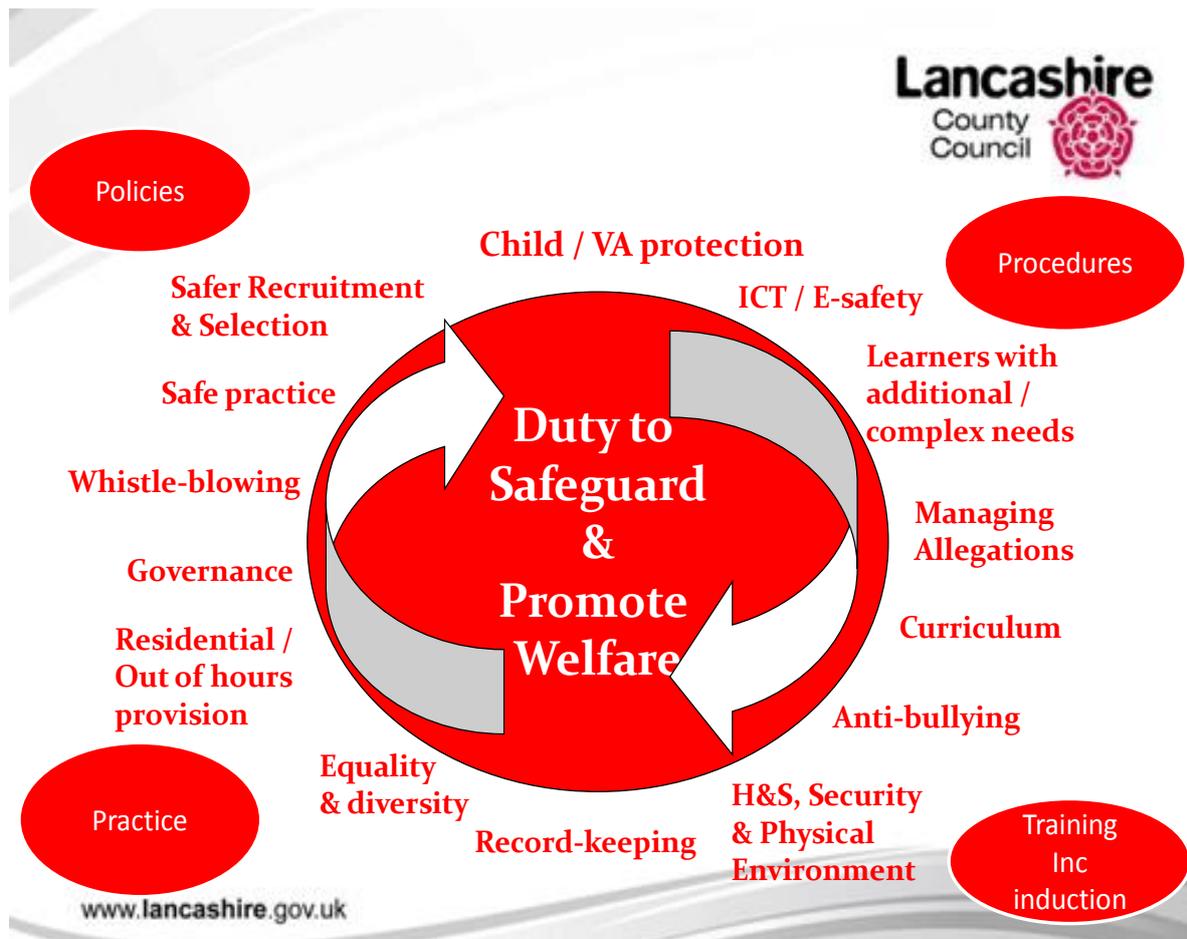
¹ Safeguarding Children and Safer recruitment in Education (DfES 2007); Working Together to Safeguard Children (HM Govt. 2013).

² www.lancashire.gov.uk/education/safe_child_board/

³ www.teachernet.gov.uk/childprotection

⁴ www.everychildmatters.gov.uk/workingtogether

We have all of the aspects of the exemplar below in place:-



Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim proactively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

(iv) Consequently, this policy and procedure links to and must be understood and applied within the broader context of other policies and procedures which relate to safeguarding and promoting the welfare of pupils in a holistic sense. For example (and the list below is not exhaustive):

- Positive Behaviour Management Procedures;
- Anti-Bullying Procedures
- Special Education Needs Policy
- Confidentiality Policy
- Sex and Relationship Education Policy
- Recording and Reporting Policy
- Care and Control Policy
- Health and Safety Policy
- Personnel Policies and Procedures: Staff Recruitment and Selection
- E-safety / ICT Policy

2. PURPOSE OF THIS DOCUMENT

(i) The primary purpose of this document is to:

- provide an overview of the school's position and arrangements in respect of child protection and safeguarding;
- Provide staff with clear procedures about the action they should take in the event that they are concerned about a child or young person.

(ii) Moreover, it is underpinned by a clear commitment from the school to:

- Encourage all pupils towards a positive self-image, to view themselves as part of a community and to help them sustain relationships with families, peers, adults and the world outside of school.
- Maintain a positive ethos where pupils feel secure, respected, listened to and encouraged to talk to staff in school.
- Provide curriculum opportunities and a safe environment where pupils can explore, discuss and develop the skills to keep them safe from abuse and exploitation e.g. via PSHCE policies and e-safety policy.
- Provide opportunities for pupils to develop insight into the realities of adulthood especially those regarding parenthood and relationships.
- Establish and maintain procedures so that all school staff know how to act if they have concerns or need support regarding a particular child and to be aware of the identity and role(s) of the Designated Senior Person(s) in school and, at a more strategic level, the Lancashire Safeguarding Children Board (LSCB).
- Recruit and select paid staff and volunteers rigorously and robustly in accordance with the relevant [NCSL] training and DfES guidance, including DBS
- Ensure that staff and Governors are informed about safeguarding procedures-including at the stages of recruitment, selection and induction- and to provide on-going training opportunities.
- Ensure that staff and volunteers operate effectively and consistently, in line with guidance on safer working practice and professional codes of conduct.
- Facilitate a clear understanding of the parameters within which our partner agencies work, and actively foster positive collaboration in line with the 'Every Child Matters' agenda.
- Make every effort to foster positive and effective relationships to support pupils, parents and carers.

3. ROLES & RESPONSIBILITIES

(i) The welfare of children is a corporate responsibility of the entire authority, working in partnership with other public agencies, the voluntary sector and service users and carers: "Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm – depends on effective joint working between agencies and professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need co-ordinated help from health, education, children's social care, and quite possibly the voluntary sector and other agencies, including youth justice services". (Working Together to Safeguard Children 2014.)

(ii) Child protection is the responsibility of all adults and especially those working with children. The development of appropriate overarching [county-wide] procedures and the monitoring of good practice are the responsibilities of the **Lancashire Safeguarding Children Board**. The schools / education representative on the LSCB is **Liz Lavery, Deputy Head Walton Le Dale High School 01772 335726**.

(iii) **Chair of the Management Board / Governing Body** will be responsible for ensuring that the school has effective procedures in place and that these are carried out and are in compliance with Safeguarding Children and Safer Recruitment in Education (DfES 2007). In addition to this, the Chair is to be responsible for liaising with the Local Authority Designated Officer (LADO) and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Head Teacher. Neither the Governing Body, nor individual Governors, have a role in dealing with individual cases, or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or in dealing with specific complaints)⁵.

(iv) **The Designated Senior Person (see procedure attached):** The DSP will take the lead responsibility for dealing with Child Protection issues, providing advice and support to staff, liaising with the LA and working with other agencies. The DSP will undertake training in interagency working provided by the LSCB, and refresher training at least biennially⁶. GCA has also appointed a back-up or Deputy DSP to cover for the main DSP. (Bill Wiseman DSP, Jacki Harrington 2nd DSP, Phil Birch Headteacher). (N Sargent and A Robinson have also completed DSP Training.)

It is acknowledged that well kept records are essential to Child Protection. These are maintained by the DSP and are confidential, kept separately from other school records and transferred to other agencies/schools where appropriate⁷. Access to records is restricted to the DSP(s) and the Head Teacher. Child Protection records should be kept until seven years after the subject's 18th birthday⁸.

(v) **Advice & Support:** The DSP / Head Teacher may make contact with the The Safeguarding in Education Team in the event that advice or support is needed; all of these officers are located within Safeguarding Inspection & Audit Team (01772 532723). The Safeguarding in Education Team may also act on the school's behalf to resolve any difficulties with, or obtain appropriate support from LSCB partner agencies under certain circumstances. The Unit can be contacted at Safeguarding Unit, Room B16, County Hall Preston PR18RJ (01772 532723) or through Mary Aurens 01772 531196.

⁵ For further details of the responsibilities of Governing Bodies please refer to Safeguarding Children and Safer Recruitment in Education (pages 14-15, paras. 2.18-2.19). For procedures regarding allegations against staff, the School will adhere to the policy and procedure produced by:

LSCB: www.lancashire.gov.uk/corporate/web/viewdoc.aspx?id=37220 – see Annex 3

⁶ In line with Safeguarding Children and Safer recruitment in Education, all staff will receive refresher training triennially, with temporary staff and volunteers who work with children being made aware of the school's arrangements for child protection and their responsibilities. The school will ensure that Child Protection procedures are an integral part of *all* new staff recruitment and induction processes.

⁷ Please refer to the school's Record Keeping Policy

⁸ Records Management Society Schools Retention Schedule - (www.rms-gb.org.uk/resources)

4. TAKING ACTION: SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES

(i)**Referrals:** Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow Lancashire Safeguarding Children Board's 'Safeguarding Children Procedures'. If any member of the school staff is concerned about the welfare or safety of a child the procedures set out in Annex 1 should be followed. Once notified the DSP should follow the procedures set out in Annex 1; in their absence these should be carried out by the Deputy DSP. At all times the Head Teacher must be informed, unless the matter in question is an allegation against them (See 4(iv) over).

When it is decided that a child has needs which *cannot* be met solely by those services and resources which can be accessed directly by school and where, following an assessment of the situation, we believe that co-ordinated intervention is required to promote, safeguard or protect the welfare of the child, a referral will be made using the Common Assessment Framework Form (CAF Form).

This will be completed by the DSP in collaboration with the parents/carers, unless to do so would place the child or others at risk of harm (see section 47 referral procedures) Where, following an assessment of a situation, it is considered that immediate protective action is required, a child protection referral must be made by the Designated Senior Person. This referral will be a telephone call to Lancashire Customer Service Centre (08450530009). The completed CAF form will then be forwarded within 48 hours.

(ii)**Monitoring Vulnerable Pupils:** It is recognised 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. GCA may be the only stable, secure and predictable element in the lives of some children. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. In all cases the school's **Positive Behaviour Management Procedures** must be followed. 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.

In circumstances where 'lower level' welfare concerns arise about pupils the DSP will be responsible for initiating a record of the concern and this may be kept either in a welfare section of the pupil file or, depending upon the nature and seriousness of the issues, a separate, secure child protection file⁹. The DSP will be responsible for seeking further information and advice e.g. via the school pastoral links and outside agencies, for sharing information with colleagues in school for the purposes of ongoing monitoring and support and for liaising with parents and carers as appropriate. Where CAF processes are initiated¹⁰ it will be the DSP who provides staff completing and / or contributing to CAFs with the relevant steer and support. All of the above will be undertaken in consultation with the Head Teacher.

⁹ See Annex 4 – talking and listening to children

¹⁰ See Annex 2

(iii) **Children leaving school where there are welfare or CP Concerns:** It is imperative that relevant child protection information is forwarded to the new/receiving school by the school that the subject child is departing. Such information sharing should occur between Designated Senior Persons and/or Head Teachers as soon as possible and, in any event, within 15 days of the child's departure. It is simply unwise to forward all relevant documentation as this leaves the former school with no record and might result in non-relevant information being shared. Consequently, the Head Teacher and DSP will need to exercise their judgement as to what information needs to be shared, why and with whom. (If on transfer, posting of records is unavoidable, they should be sent via secure mail).

Where pupils about whom there are welfare or child protection concerns leave GCA, and where their destination is unknown, the DSP will liaise with the Schools Safeguarding Officer and / or Children Missing Education Co-ordinator Susan Robinson (01772 532687. susan.robinson@lancs.gov.uk) immediately that their departure becomes apparent.

(iv) **Management of Allegations:** In the event of an allegation being made against the Head Teacher the Chair of Governors must be informed along with the LADO¹¹ (Local Authority Designated Officer) (Tim Booth 01772 533953). In the event of an allegation being made against a member of staff in school, this must be brought to the immediate notice of the Head Teacher, in line with the Management of Allegations Procedure for Schools / LSCB Procedure.

(v) **Child Protection Conferences / School Representation:** On occasions when the school is invited to attend Child Protection Conferences and/or to contribute to Core Groups and other statutory processes relating to safeguarding and child protection, the DSP will be the representative of and key point of contact within school. Every effort must be made to attend, and in the event of an unavoidable absence a written report must be sent (in advance).

(vi) **Children who are the Subject of a Child Protection Plan:** The Local Authority is responsible for maintaining a database of children who are currently the subject of a child protection plan. In the event of a current, significant child protection concern, Authorised professionals i.e. the DSP / Head Teacher, may liaise with the LA in circumstances where a check is required in order to ascertain whether or not a pupil is the subject of a CP Plan: [Helen Rose, Designated Admin for checking if children have a CP Plan 01772 534443]

¹¹ Advice can and should be sought from Schools HR under these circumstances.
Steve Lewis, Principal HR Manager for Wyre & Fylde. 01772 531776. Mob: 07887831691
steve.lewis@lancashire.gov.uk Back-up Karen Tracey karen.tracey@lancashire.gov.uk 01772 535175 Mob:
07825116267

5. CONFIDENTIALITY

(i)The school's **Confidentiality Policy** should be followed when dealing with Child Protection issues. Information may be shared with other professions to safeguard children, however any disclosure of information to others must 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. Information within school on Child Protection will be shared on a 'need to know' basis only, with the DSP making the decision about what to share or not, when, why and with whom¹².

6. CONCLUSION

This policy recognises that safeguarding is the responsibility of every adult in school. We will take prompt and effective action in order to address any welfare or child protection concerns that arise or are brought to our attention, whatever their source. At a preventative level, the desired position will be achieved by maintaining and continuing to enhance a positive whole-school safeguarding ethos which creates and maintains a learning environment within which children feel secure and able to achieve their full potential, having high levels of self-confidence, self-efficacy and resilience. The implementation of the Every Child Matters Agenda will further enable us to protect and support pupils through a strengthening of links with other agencies, in order to provide the invaluable 'joined up thinking' and collaborative working which is essential to safeguard and promote the welfare of children and young people.

¹² The DSP should seek advice **prior** to disclosing or not when in doubt – see useful contacts (7).

7. USEFUL CONTACTS

The following contact details appear at various points within the Policy and are useful sources of advice and support:

ISSUE	NAME	TEL
Referrals	Children Social Care cypreferrals@lancashire.gov.uk	0845 0530009
Out of Hours referrals	Emergency Duty Team cypreferrals@lancashire.gov.uk	0845 6021043
Safeguarding in Education	Mary Aurens	01772 531196
Legal Services	Lynne Brewer	01772 530849 01772 533321
Children Missing Education	Susan Robinson Susan.robinson@lancs.gov.uk	01772 532687
Allegations	Tim Booth LADO Local Authority Designated Officer	01772 533953
HR / Personnel Issues	Steve Lewis Principal HR Manager for Wyre & Fylde steve.lewis@lancashire.gov.uk	01772 531776 mob 07887831691
Checking Child Protection Plans	Catherine Dunlop or Sarah Almond Designated Admin for Checking CP Plans	01772 533953
LSCB Schools / Education rep	Chris Horrocks	01695 570335
Information Sharing	See next page for other outside agencies	

Approved by Governors Student Welfare Committee

DATE:

REVIEW DATE:

GCA Contacts

ISSUE	NAMES	TEL
Head Teacher	Phil Birch	Ext 204 other numbers via reception
DSP (Designated Senior Person)	Bill Wiseman	Ext 211 other numbers via reception
DSP2	Jackie Harrington	Ext 229 other numbers via reception
Nominated CP Governor	Tom Ibison	via reception
GCA Student Welfare Governor	Michael Watson	via reception
GCA Achievement Governor	Gordon Alston	via reception
Progress Leaders		
Yr 7	Katie Rainbow (via Bill Wiseman)	Ext: 221 BW Ext: 211
Yr 8	Tim Millat (via Tony Holliday)	Ext: 239 AH Ext: 209
Yr 9	Tim Watts (via Jennifer Morgan)	Ext: 224 PMB Ext: 216
Yr 10	Gordon Kidd (via Phil Birch)	Ext: 220 AH Ext: 204
Yr 11	Gino Passarini (via Alasdair Ashcroft)	Ext: 217 AA Ext: 208
School Attendance	(via Tony Holliday) Jo Eccles Ali Duffy	Ext: 209 Ext: 209 Ext: 202
Young Persons Service (SEN Only)	Kate Lamb Lamb, Kate Kate.Lamb@lancashire.gov.uk (via Bill Wiseman)	Ext: 242
GCA School Nurse	Tracy Dixon	01995607225 07717667438
Pupil Access Team	Debbie Ormerod	01524 581180
Community Policing Team Public Protection Unit		01995 607869
SEN Team	Gurbaksh Dhillon	01254 581200 07824434328
Educational Psychologist Critical Incident Team	Jill Bundy Liz Eddington	01254 581200 01254 581200
Child & Adolescent Mental Health Team(CAMHS)	All referrals through GP!	01253 657166 (B'Pool) 01524 834140 (L'ster)
Children Looked After Team	Chris Berry e-mail chris.berry@ed.lancscc.gov.uk	01772 532837 mob: 07795222749

ANNEX 1: SCHOOL CHILD PROTECTION PROCEDURES

1. What Should Staff/Volunteers 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

The Designated Senior Person is: Bill Wiseman

The back-up DSPs are: Jacki Harrington & Phil Birch

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 action¹³:

Staff should never:

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

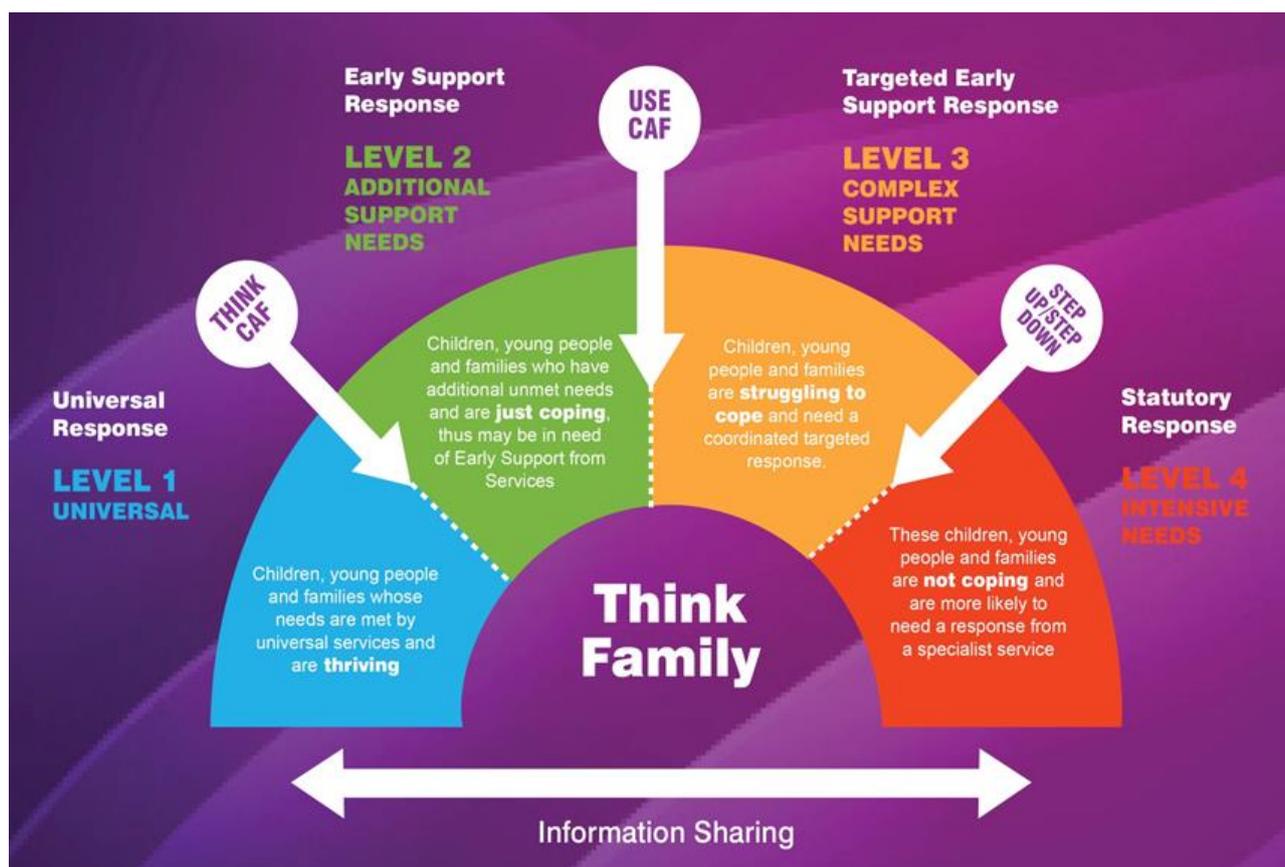
Pupils can feel safe with different members of staff in school, it may be their Form Tutor, who sees them every day, or their Progress Leader who's sorted out issues for them in the past or they may spend a lot of time in certain subject areas, however if a child wants to talk they will identify a member of staff. Non-teaching staff can sometimes be perceived as more approachable than teaching staff. Whoever the person, a pupil can disclose information when they are worried or are in difficulty. Listed below are some essential guidelines for *all* staff working in school.

WHAT SHOULD THE DSP CONSIDER RIGHT AT THE OUTSET?

- 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 Social Care CSC (formerly Social Services) or other statutory / targeted services¹⁴
 - 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 Social Care CSC 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?

¹⁴ See Annex 2 - CAF

Exemplar: Continuum of Need & Thresholds for Referral



- Where can I access appropriate advice and/or support?

Education Safeguarding Officers:

Mary Aurens

Safeguarding Unit:

Safeguarding Unit,
Room B16,
County Hall Preston
PR18RJ
01772 532723
or
direct to Mary Aurens 01772 531196.

- 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)

2. 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.

3. Thresholds for Referral to [LOCAL AUTHORITY / CHILDREN'S SOCIAL CARE (CSC) / CHILDREN'S SERVICES AUTHORITY (CSA)]

Where a Designated Senior Person or line manager considers that a referral to Local Authority Children's Social Care (LACSC) 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:

- (a) 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;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989 (amended 2004), a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) 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.

4. 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(amended 2004), 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?

5. Making Referrals to Children’s Social Care (CSC) (Guidance for the Designated Senior Person)

(i) Child In Need/Section 17 Referrals

The DSP should complete a CAF
and e-mail to caf@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 caf@ed.lancsc.gov.uk that permission has been refused to undertake a CAF

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

Telephone call to Local Authority Children’s Social Care (LACSC): 0845 0530009; 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 LACSC 0845 0530009 .

6. [CSC / LA] Responses to Referrals and Timescales

In response to a referral, LACSC 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)
- 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.

7. Feedback from Children's Social Care (LA / CSC / CSA)

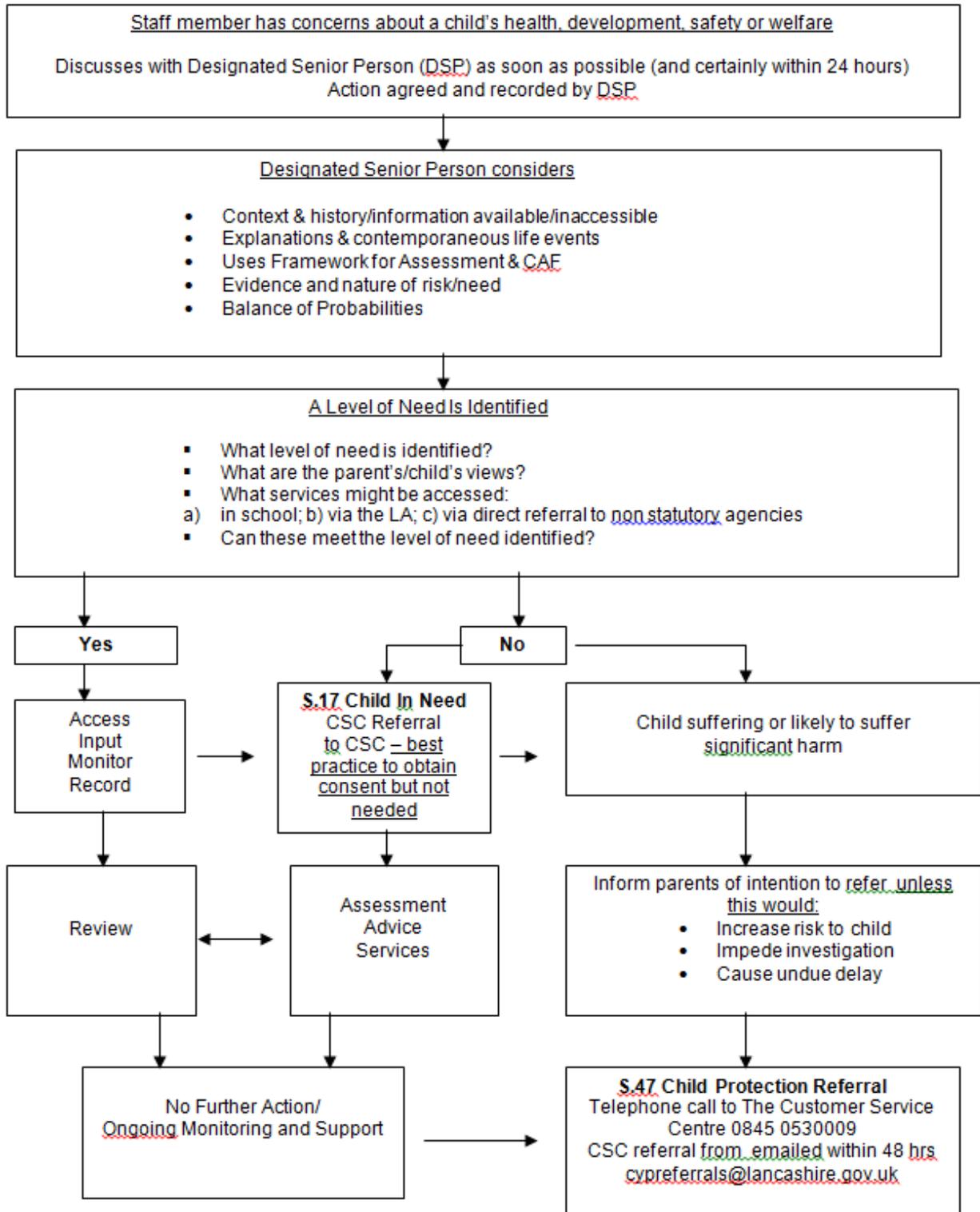
CSC have 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to a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

Safeguarding Unit,
Room B16,
County Hall Preston
PR18RJ
01772 532723
or direct to Mary Aurens 01772 531196.

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 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



The Designated Senior Person in School is: **Bill Wiseman**

The 'Back Up' DSPs are: **Jacki Harrington & Phil Birch**

Also trained: **Nigel Sargent & Audrey Robinson**

ANNEX 2: COMMON ASSESSMENT FRAMEWORK (CAF) PROCESS¹⁵

(These will differ across Authorities. Eg Blackpool or Cumbria)

If you feel that a CAF is needed:

1. E-mail CAF@ed.lancscc.gov.uk to **check whether a CAF already exists**

1a. **If a CAF already exists** they will E-mail you back with the name and contact details of the Lead Professional

1b. **If a CAF is not already in existence but another professional has already contacted the CAF TEAM about the possibility of undertaking a CAF** they will E-mail you back with the name and contact details of the Lead Professional (LP). (Known as an OPEN CAF)

1c. **If a CAF does not exist and you are the only likely author of one** you will be E-mailed back with a unique CAF number.

2. **Upon completion of a CAF** keep a copy for school and send a copy to CAF office CAF@ed.lancscc.gov.uk

2a. **If it is a single agency, non-statutory response that is needed send a copy to the agency as identified to meet the need. Still send a copy to the CAF office.** CAF@ed.lancscc.gov.uk

2b. **If a multi agency response has been identified, complete a CAF,** keep a copy for school and send a copy to CAF office, call a Team around the Child Meeting (TAC)

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 office** CAF@ed.lancscc.gov.uk

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

For any other CAF queries : Ruth Gardner 07837066914 e-mail ruth.gardner@lancashire.gov.uk

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:

www.lancashire.gov.uk/education/every_child_matters/whats_involved/caf/index.asp

CAF Training

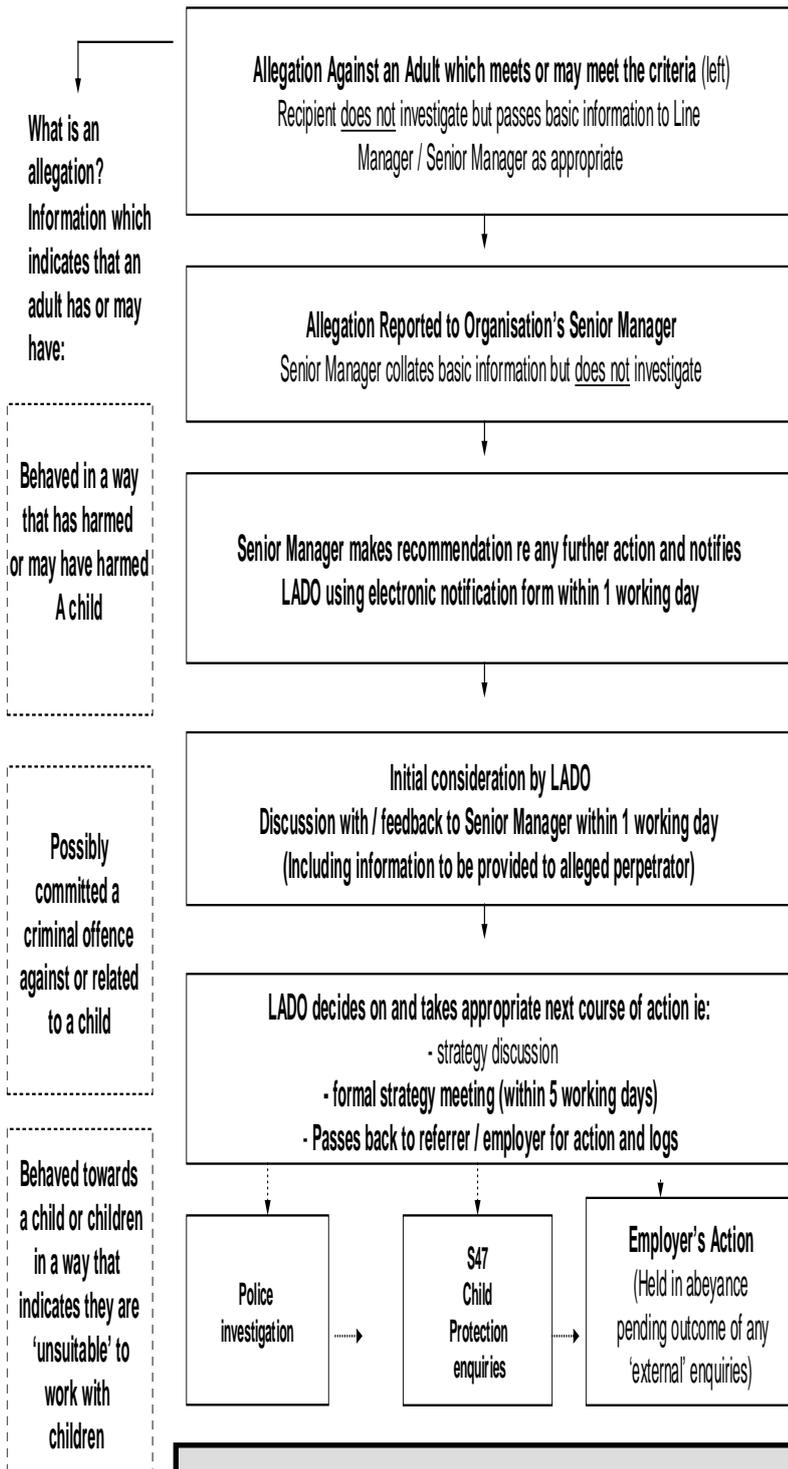
CAF training can be accessed via

www.lancashire.gov.uk/education/every_child_matters/whats_involved/caf/index.asp

ANNEX 3: PROCEDURE FOR MANAGING ALLEGATIONS (March 2009)

¹⁵ www.ecm.gov.uk/caf

LSCB Procedure



Process for Schools/Education Settings to Follow

1. **Written record re information from original source of allegation to Head / Principal / Chair**
 - ❖ Consider - does or might it meet the criteria ie is it an 'allegation'?
 - ❖ What do I know about those involved – does this need to be investigated and, if so, by whom?
- ↓
2. **Consult School's Safeguarding Co-ordinator/Officer/HR Consultancy or provider/Diocese re next course of action**
 - ❖ Will there be a strategy discussion (24 hrs)
 - ❖ Will there be a strategy meeting (within 5 working days)
 - ❖ Any suspension, management & support issues – consult HR provider
 - ❖ What information can/cannot be provided to the subject and parents?
 - ❖ Advice, information and support to staff member – copy procedure, ongoing contact person?
 - ❖ Referrals to LADO, CIS, Police
- ↓
3. **No Further Action / Employer's Action / Strategy Meeting agreed**
- ↓
4. **Disciplinary or related procedure & outcome recorded, subject notified, referrals ISA/GTC made**
- ↓
5. **LADO notified of overall outcome**

See LSCB and CSA procedure for more information, contact details etc

ANNEX 4: A QUICK GUIDE TO TALKING & LISTENING TO CHILDREN

Listening

1. Do *not* make false promises to the child about confidentiality or keeping 'secrets'
2. Unless you are a police officer or a social worker you have no investigative role. *Do not* engage in 'interviewing' children or 'investigating' possible or suspected abuse.
3. If you must ask any questions ask only *open* ones wherever possible i.e. *avoid* anything that might be construed as 'leading' e.g. questions that are likely to generate 'yes' or 'no' answers.
4. Focus on the *factual* aspects of the matter in hand i.e. who, what, when, where?
5. *Avoid displays of shock or other emotions or expressing opinions* which may act as barriers to a child who has something sensitive to tell you.
6. 'When was the last time this happened' and 'has this ever happened before' (albeit that this is a closed question) are *important things to ascertain*.
7. *Reassure* the child and make clear to them what you need to do now.

Recording

1. It is *not* advisable to try and complete a full record of the dialogue at the time; it is very difficult to listen actively and write at the same time. Also, this does not allow you to think carefully enough about NVCs. However, it *is* a good idea to jot down any key phrases, dates or times
2. Records should be succinct, *legible, accurate, timed, signed and dated*
3. Records should *differentiate clearly* between fact, opinion, interpretation, hypothesis etc
4. If children or adults are being quoted then they must be *quoted accurately* – avoid using other words or adult 'equivalents' for words that children use
5. It is important to record any *questions asked* i.e. to show that these were not 'leading'
6. The emotional context of the dialogue is important i.e. did the child become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things
7. Any *repetition* is important to note i.e. things that the child repeats – these may be particularly significant
8. *Gestures* are important to describe accurately e.g. which hand / which cheek, open / closed hand etc.

Pass the completed record to the DSP for follow-up and any further action within 24 hours

Remember – Reassure, Record it, Report it!