

BASTON HOUSE SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

Updated SUMMER TERM 2011

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Introduction

The directors and staff of Baston House School fully recognize the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognize that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promote the social, physical and emotional wellbeing of each individual pupil.

The school recognizes its responsibilities and duties to report Child Protection concerns to the Children's Services Department and to assist the Social Care Department in Child Protection enquiries and in supporting Children in Need.

The policy seeks to promote effective multi-agency working in light of the Green Paper 'Every Child Matters', the Children Act 2004, 'Working Together to Safeguard Children' (DfES 2006) and 'Safeguarding Children and Safer Recruitment in Education' (DFES 2007).

'Because of their day to day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.'

Working together 2006.

The school will raise Child Protection concerns with Parents/ Carers at the earliest appropriate opportunity.

The schools will ensure that all staff are given the opportunity to attend appropriate training in Child Protection issues every year.

AIMS

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a structured procedure within the schools which will be followed by all members of the schools community in cases of suspected abuse (Appendix 5)
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm
- To support all pupils' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice

- To develop and promote effective working relationships with parents and other agencies involved with safeguarding and promoting the welfare of children
- To ensure that all adults working within our schools have been checked as to their suitability to work with children
- To ensure that the school operates a safer recruitment practice (See Safer Recruitment Policy).
- To keep a single central record of staff and the checks that have been carried out in accordance with government guidance. This will be maintained by the Human Resources department.
- To ensure that all necessary risk assessments are carried out for school activities. These will be kept in class folders and updated regularly.
- To integrate opportunities into the curriculum for children to develop the skills they need to recognize and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, as well as to ensure that staff are aware of policies for safe practices including: anti-bullying; discipline and behaviour; health and safety; restraint procedures; procedures for dealing with allegations against staff, internet safety and recruitment practices.

DEFINITIONS

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. More detail can be found in related documents listed in appendix 1
- **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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **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 feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen's Syndrome by Proxy).

- **Typical signs of physical abuse are:**
 - Bruises and abrasions about the head, face, genitals or other parts of the body where they are not expected to occur given the age of the child.
 - Explanations given for bruising do not match the injury
 - Slap marks
 - Damage to the mouth such as bruised or cut lips
 - Bite marks
 - Fractures
 - Burns and scalds

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

- **Typical signs of sexual abuse are:**
 - Detailed sexual knowledge inappropriate to the age/ability of the child.
 - Sexually explicit language
 - Increased frequency of visits to the toilet
 - Behaviour that is excessively affectionate or sexual towards other children or adults
 - Fear of medical examinations
 - Fear of being alone
 - Sudden loss of appetite, compulsive eating, change in eating habits
 - Excessive masturbation
 - Promiscuity
 - Urinary tract infections
 - Bruising to genital area
 - Drawing/writing sexually explicit material

- **Emotional abuse** is the persistent ill treatment 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 the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and / or abuse
- We recognize that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background.
- We recognize that because of the day to day contact with children, school staff are extremely well placed to observe outward signs of abuse
- We recognize that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognize that the schools may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

PROCEDURES

Our school procedures are in line with guidance issued by the Local Safeguarding Children Board, the LA and the Secretary of State (related documents are listed in Appendix 1).

We will therefore ensure that:

- We have a Designated Senior Person (DSP) who has received appropriate training and support for this role. Steve Vincent, Principal is the DSP. (Appendix 6).
- Cornell Henderson, Deputy Principal has received the appropriate training and will act in the absence of the designated Senior Person.
- Every member of staff, volunteer and director knows the name of the designated Senior Person and their role.
- All staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated teacher.

- All staff know how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, by including this information in the school prospectus.
- The Designated Senior Person will refer any child believed to have suffered or to be likely to suffer significant harm to the appropriate Children's Services Dept on the same day of the disclosure, and will follow up any such referral in writing within 24 hours. (Appendix 3)
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (recommended format attached as appendix 2). We will contribute to multi-agency assessments of children's needs where appropriate.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations.
- Children's Services are notified of any pupil on the Child Protection Register who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child with a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child with a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change.
- If the DSP is unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via Bromley Local Authority. (See appendix 4 for contact list).

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: AUTISM

- We recognize that children with SEN may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns.
- The designated officer will work with all staff to ensure that all pupils and students with autism and communication difficulties in Baston House School are responded to appropriately in the area of child protection and personal safety.
- Students with autism are more vulnerable because of their:
 - Dependence on others for basic and social needs
 - Lack of control over their own life
 - Compliance and obedience 'instilled' as good behaviour
 - Inability to retain knowledge about social and sexual relationships and misunderstanding these areas
 - Inability to communicate experiences

COMMUNICATION WITH PARENTS / CARERS

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow London Child Protection Procedures (see appendix) in respect of reporting suspected abuse to the Children's Services Department.
- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about local and national telephone helplines. (Childline posters on display).
- In individual cases, parents will be notified of the school's concerns at the earliest appropriate opportunity.

CONFIDENTIALITY

- We recognize that matters related to Child Protection are of a confidential nature. The designated teacher and / or Principal will therefore share detailed information about a pupil with other staff members on a need to know bases only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret, and that if children disclose abuse this must be passed on to the Senior Designated Person.

SUPPORT FOR STAFF

- We recognize that staff working in the schools who have been dealing with child protection issues may find the situation stressful or upsetting.
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- Students who have autism may display challenging behaviour and may not have the usual social or sexual inhibitions. This may result in complex situations for staff. Staff will follow school policy on Physical Interventions and Behaviour Management and will record all incidents in the usual manner which will result in Senior Members of Staff following up any difficult situations which may put pupils or staff at risk. Staff will also adhere to the Code of Conduct within the Staff Handbook, with reference to the way they should behave when working with children.
- Behaviour Support Plans will detail the need for physical intervention, need for touching in terms of toileting/bathing/dressing support. Refer to Intimate Care Policy.

ALLEGATIONS AGAINST STAFF

- We recognize that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff
- In this event the Principal will follow the Procedures for Dealing with Allegations against Staff (Bromley LA). This will always involve a discussion with LA officers.

SAFE RECRUITMENT

- The school operates a Safe Recruitment Policy to ensure that all those working in the schools, in either a paid or unpaid capacity are suitable to do so.
- Interview panels will follow recommendations from the Policy in relation to practice and this is based on OFSTED guidance on recruitment.
- Appropriate checks (i.e. enhanced CRB checks and List 99) will be carried out on all potential employees and volunteers, and all references will be taken up and verified.
- At interview candidates will be asked to account for any gaps in their employment history.

DIRECTORS RESPONSIBILITIES

- The Directors will ensure that the Child Protection Policy is reviewed on an annual basis.
- A Director (Richard Greenwell) has been nominated to liaise with the LA and/or partner agencies in the event of an allegation being made against the Principal.
- The Directors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay.

PHYSICAL INTERVENTION

- Our policy on physical intervention by staff is set out in the Behaviour Management Policy and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

OTHER RELATED POLICIES

- This policy has clear links to other policies in our school, in particular to the code of conduct in the staff handbook; anti-bullying, behaviour management, safe recruitment, intimate care, racial incidents and health and safety policies. Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

Appendix 1

London Child Protection Procedures

(available as hard copy in each school, also available electronically at <http://www.londonscb.gov.uk/procedures/>)

What To Do If You Are Worried a Child Is Being Abused

Dept of Health Publication - 31815

Available in summary version also – multiple copies distributed to schools

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings

<http://www.steconsortium.co.uk/imagemanager/file/Guidance%20for%20Safe%20Working%20Practice%202005.pdf>

Safeguarding Children in Education

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004>

Working Together 2006

<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/workingtogether/workingtogethertosafeguardchildren/>

Appendix 2

School Report to Child Protection Conference

School	
Name of Child	
Date of Birth Year Group	
Name of Teacher	
Attendance & Punctuality	
Who brings & collects the child Including after school arrangements	
Is the child prepared for school? e.g. PE kit; book folder; homework	
General appearance / presentation e.g. appropriate clothing; clean & tidy etc	
Emotional presentation? Happy, sad, anxious, preoccupied, withdrawn etc	
Academic progress / attainments / areas requiring improvement Please note strengths & concerns	
Social development	
Relationships with adults	
Relationships with other children	

<p>Home / School contact Are parent(s) easily contactable / supportive of school / attend parent's evenings / use PACT folders or diaries etc.</p>	
<p>Are there any other areas of concern? Please note any issues or specific incidents which have concerned you</p>	
<p>Signature</p>	
<p>Print Name</p>	
<p>Date</p>	

6.9 Good practice checklist

- 6.9.1 Information from serious case reviews continues to highlight that, when faced with the complex circumstances of a child's life, professionals find it difficult to keep the focus on the child and the key elements which should contribute to ensuring his / her safety. Professionals should consider regularly checking their actions against this checklist as a good practice prompt:

Good practice checklist

- Have you been able to speak to the child alone? Can you still do so?
- Where will the child be for the next 24 hours? Is the child at immediate risk of harm (physical, sexual, emotional)?
- What information do you have about the child and their family?
- Have you completed a CAF or equivalent?
- Are there other children (siblings, peers) who could be at risk of harm?
- Is the mother at risk of harm? Do she and the child/ren have a safety plan?
- Is it safe to discuss your concerns with the child's parents – or will doing so put the child at greater risk of harm?
- Is there a reason that makes it likely that the child will resist efforts to safeguard him/her (e.g. fear of a pimp, need for drugs)?
- Have you recorded everything that has been said to you by the child, the parents / family, and other professionals? Have you recorded everything you have said to others?
- Is there disagreement between health staff about the diagnosis of non-accidental injury? If there is, it must be resolved before the child is allowed home.
- Have you discussed your concerns with your agency's nominated safeguarding children adviser? If not, have you been able to reflect on your concerns with a colleague (in your or another agency) who has appropriate expertise?
- Have you complied with your agency's child protection procedures?
- Is there a need to inform the police because a crime has been committed?

Schools Contact List

Denise Partridge
Lead Officer Education Safeguarding
Bromley Safeguarding Children Board

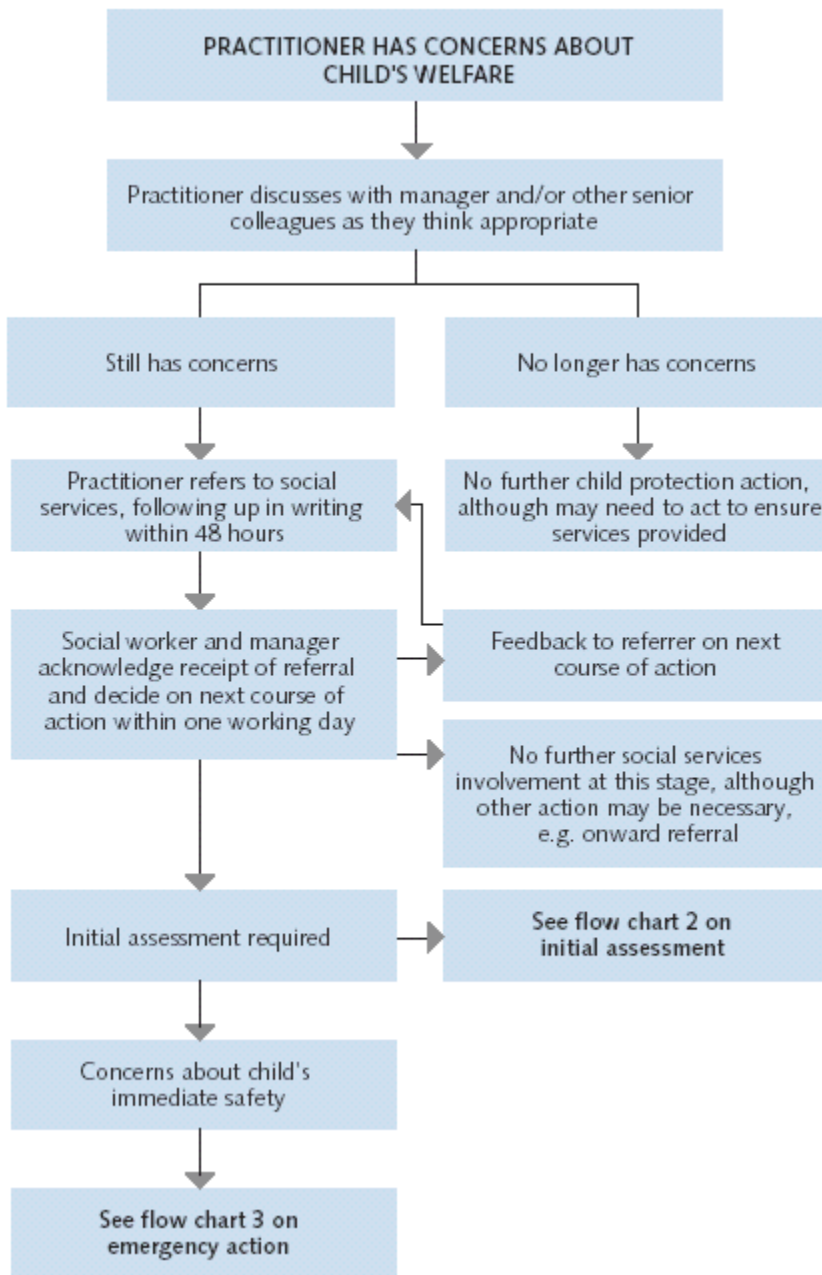
Phone: 020 8461 7669

Fax: 020 8313 4324

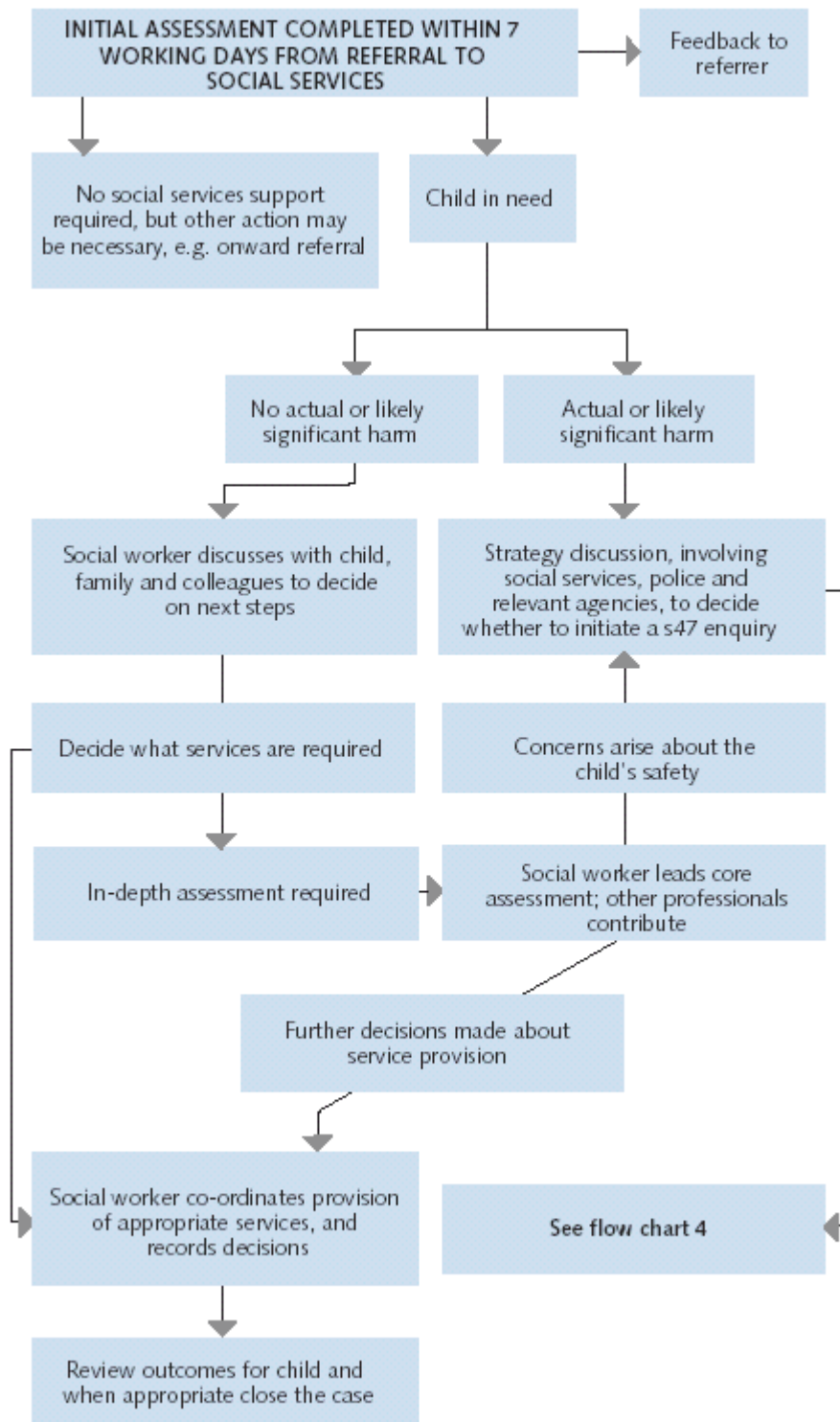
Email: Denise.Partridge@bromley.gov.uk

Web: www.bromleysafeguarding.org

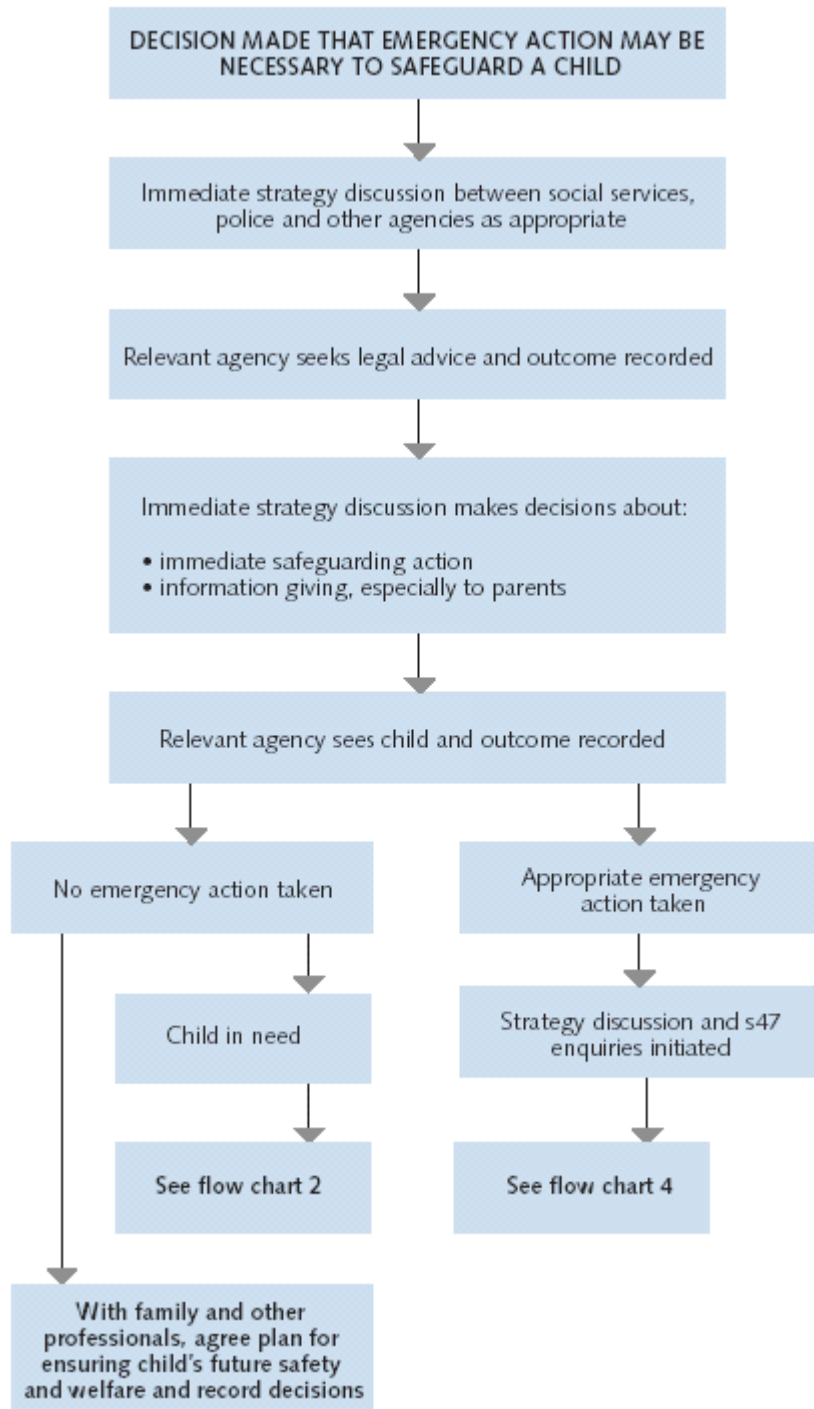
FLOW CHART 1 REFERRAL



FLOW CHART 2 WHAT HAPPENS FOLLOWING INITIAL ASSESSMENT?



FLOW CHART 3 URGENT ACTION TO SAFEGUARD CHILDREN



Appendix 6: The role of the Senior Designated Person.

WHAT DO I NEED TO KNOW?	WHERE CAN I GET MORE INFORMATION?
<p>THE DESIGNATED PERSON FOR CHILD PROTECTION</p>	
<p>A senior member of the school’s leadership team designated to take lead responsibility for:</p> <ul style="list-style-type: none"> ▪ managing child protection issues ▪ providing advice and support to other staff/adults in the school ▪ liaising with the LEA ▪ working with other agencies <p>The DP must have the status and authority within the school management structure to carry out the duties of the post, including committing resources to child protection matters and, where appropriate directing other staff.</p>	<p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> ▪ Part 2 section 31.4 ▪ Broad areas of responsibility proposed for the Designated Senior Person for child protection Appendix 3
<p>Legislation and regulations</p> <p>The Children Act 1989 is the main source of responsibilities in child care</p> <p>Section (S) 17 places a duty on local authorities to safeguard and promote the welfare of children who are in need</p> <p>S. 27 places a duty on other services, including schools, to help the local authority with its enquiries</p> <p>S. 47 places a duty on local authorities to make enquiries where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm</p> <p>Education Act 2002 S. 175 places responsibilities on LEAs and Governing bodies of maintained schools and FE institutions to:</p> <ul style="list-style-type: none"> ▪ make arrangements for ensuring that they exercise their functions with a view to safeguarding and promoting the welfare of children, and ▪ have regard to any guidance given by the Secretary of State <p>S. 157 places a similar responsibility on Proprietors of Independent schools (including City Academies and City Technology colleges).</p> <p>The Governing Bodies of Non Maintained Special Schools are required to make arrangements for safeguarding and promoting the health and safety and welfare of pupils at the schools as approved by the secretary of state.</p> <p>Care standards regulations for those schools with boarding provision</p>	<p>‘What To Do If You’re Worried A Child Is Being Abused’ Pages 39 - 42 www.doh.gov.uk/safeguardingchildren/index.htm</p> <p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <p>Introduction</p> <ul style="list-style-type: none"> ▪ section 4 <p>Relevant legislation</p> <ul style="list-style-type: none"> ▪ sections 10.1-10.6; 11- 12; 17- 20 <p>The Education (Independent School Standards) Regulations 2003 www.legislation.hmso.gov.uk/si/si2003/20031910.htm</p> <p>The Education (Non-Maintained Special Schools) (England) Regulations 1999 Statutory Instrument 1999 No. 2257 http://www.legislation.hmso.gov.uk/si/si1999/19992257.htm</p> <p>http://www.esci.org.uk/information_for_service_providers/national_minimum_standards</p>
<p>Guidance/procedures</p> <p>Government guidance which clarifies the referral processes when</p>	

<p>professionals have concerns about children.</p> <p>Area Child Protection Committees have a responsibility to develop local policies and procedures for interagency work within the national framework of ‘Working Together’.</p> <p>Statutory child protection guidance for the Education service. It describes the arrangements that need to be in place to safeguard and promote the welfare of children – including roles, responsibilities and relevant information.</p> <p>The LEA should have internal practice guidance and procedures consistent with the Safeguarding guidance 2004 and ACPC procedures</p> <p>Schools should have a child protection policy and procedures consistent with LEA guidance and ACPC procedures</p>	<p>Working Together to Safeguard.....</p> <p>What To Do If You’re Worried A Child Is Being Abused’ Page 7-35.</p> <p>www.doh.gov.uk/safeguardingchildren/index.htm</p> <p>Safeguarding Children in Education 2004: replaces circular 10/95 http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p>
<p>Training for DP and deputy/ies</p> <p>The DP is required to undertake</p> <ul style="list-style-type: none"> ▪ basic child protection training ▪ training in inter-agency working provided by, or to the standards agreed by, the ACPC ▪ refresher training at 2 yearly intervals 	<p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> ▪ Part 2 Section 31.5 page 14 ▪ Annex B Sections 2-5 page 24 ▪ Appendix 3 Training page 36
<p>Link with external agencies</p> <p>Effective representation at key child protection meetings:</p> <ul style="list-style-type: none"> ▪ Strategy Discussions A multi-agency discussion held when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm. Purpose: to identify whether any child protection or criminal enquiries are necessary – and plan how these should be undertaken. ▪ Case Conferences Held when the result of enquiries indicates a risk of significant harm. The meeting involves professionals and the family concerned. Purpose: to decide whether a protection plan needs to be put in place and whether to place the child’s name on the child protection register. A child in need plan will also be drawn up . ▪ Core Groups The group responsible for developing the child protection plan and implementing it. The group will include the key worker, the child if appropriate, family members and professionals or foster carers who have direct contact with the family. 	<p>What To Do If You’re Worried A Child Is Being Abused’ Pages www.doh.gov.uk/safeguardingchildren/index.htm</p> <p>See pages 18 – 20</p> <p>What To Do If You’re Worried A Child Is Being Abused’ www.doh.gov.uk/safeguardingchildren/index.htm See pages 25 – 30</p> <p>What To Do If You’re Worried A Child Is Being Abused’ www.doh.gov.uk/safeguardingchildren/index.htm 28 – 33</p>
<p>Induction & cascade training for all staff, whether permanent or temporary and volunteers</p> <ul style="list-style-type: none"> ▪ All staff, who work with children should be given a written 	<p>Safeguarding Children in Education 2004 : http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p>

<p>statement about the school's policy and procedures</p> <ul style="list-style-type: none"> Provide/organise basic CP training and refresher training for all staff every 3 years. 	<p>Id=DfES+0027+2004 Annex B sections 2-5 page 24</p>
<p>School child protection policy & procedures</p> <p>Annual updating & monitoring of effectiveness of cp policy and procedures undertaken jointly with Nominated Governor and Head Teacher</p> <p>Collation and review of cp statistics; such as referrals/concerns, + other aspects in relation to child protection responsibilities e.g. attendance at cp meetings, training etc that will also be needed for annual report to governors.</p>	<p>Safeguarding Children in Education 2004 : http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> Part 2 section 31.9 Appendix 3
<p>Record keeping</p> <p>DP needs to</p> <ul style="list-style-type: none"> Keep detailed accurate secure written records of referrals and concerns. Maintain separate CP case records containing chronology. Ensure appropriate transfer arrangements when children move school 	<p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> Appendix 3 pages 36-37
<p>Monitoring the effectiveness of other safeguarding policies</p> <p>Strategic monitoring of impact of other school policies which have relevance to the school's ability to safeguard its pupils</p>	<p>Safeguarding Children in Education 2004 : http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> Part 1 section 15
<p>Communications with parents</p> <p>There is a general requirement to seek parental consent prior to making a referral. However, if it is suspected that seeking consent may cause a child to suffer significant harm, it will be legitimate to make a referral despite the lack of parental consent.</p> <p>There may be exceptional circumstances in which a police and social care investigation may be undermined if parental consent is sought e.g. where evidence may be destroyed.</p> <p>In such circumstance the DP should clarify with the statutory agencies, how best, when and by whom, the parents should be told about the referral.</p>	<p>What To Do If You're Worried A Child Is Being Abused' www.doh.gov.uk/safeguardingchildren/index.htm</p> <ul style="list-style-type: none"> If you have concerns about a child's welfare 11.3- 11.5 <p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> Annex B sections 38-40
<p>Crucial matters when facing a concern:</p> <ul style="list-style-type: none"> listening to children; recording (see above); analysis of information; advice to colleagues; consultation with key personnel within school/LEA and other agencies; confidentiality and sharing information on a need to know basis. Initial crisis management (where appropriate) of CP issues in 	<p>Safeguarding Children in Education 2004: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004</p> <ul style="list-style-type: none"> Annex B sections 9-17 <p>Working Together to Safeguard Children 1999: www.doh.gov.uk/_pro/project_3.htm</p>

<p>school;</p> <ul style="list-style-type: none"> ▪ first aid, ▪ removal from lessons; ▪ support arrangements for child; ▪ liaison with colleagues in school and in other schools etc. 	<p>What To Do If You're Worried A Child Is Being Abused</p> <p>www.doh.gov.uk/safeguardingchildren/index.htm</p> <ul style="list-style-type: none"> ▪ Child welfare concerns: pages 4-7section 7- 10.10 ▪ Information sharing: pages 43 –49 (or pages 15 –26 in Summary) <p>Framework for the Assessment of Children in Need and their Families (DoH et al 2000)</p> <p>www.doh.gov.uk/qualityprotects/work_pro/project_3.htm</p>
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Taken from IRSC Network, 2004.

Policy Written: Autumn 2010 (amended May 2011)

Signed.....

Review date: Autumn 2011