



Safeguarding Children Policy

Company Secretary

William Willett Learning Trust

Review History

Reviewed	Determined	Cycle	Review	Notes
Aut-17	Aut-17	1	Aut-17	
Sum 17	Sum 17	1	Sum 18	Adapted from Coopers Policy Sum 17

This policy has been updated to comply with the updated DFE documents:

'Working Together to Safeguard Children' 2015

'What to do if you are Worried a Child is Being Abused' 2015

'Keeping Children Safe in Education' Updated May 2016 (Wef: 5 September 2016)



Coopers Designated Safeguarding Lead (CDSL): Jane Salt (Vice Principal, SENCO))
Coopers Deputy Safeguarding Officers (CDSO): Sue Wood (Headteacher), Matthew Baker (VP), Sue Morrison (Director AEN), Daphne Rumble (LP, SENCO), Dan Snook (AP, SENCO)
Named Governor: Claire Singleton- Trustee

Mead Road Designated Safeguarding Lead: MRDSL: Helen Charman
Mead Road Deputy Safeguarding Officer (MRDSO): Nicole Viljoen
Named Governor: Clair Singleton - Trustee

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015 and 'Keeping Children Safe in Education' May 2016.

The Trustees of the William Willett Learning Trust fully recognise the responsibility it has under section 175 of the Education Act 2002 to safeguard and promote the welfare of students. All Governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The School recognises that its staff form part of the wider safeguarding system and that safeguarding and promoting the welfare of children is everyone's responsibility and should be child-centred.

All Trustees, staff and Governors believe that our schools should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual student.

Aims

- To support each child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To recognise that the staff, including volunteers, have a duty to protect children from maltreatment; prevent impairment of children's health or development; ensure that children grow up in circumstances consistent with the provision of safe and effective care; and take action to enable all children to have the best outcomes.
- To ensure all staff are prepared to identify children who may benefit from **early help** which means providing support as soon as a problem emerges.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages which are in the **best interests** of the child.
- Each School has procedures and protocols which will be followed by all staff in cases of suspected abuse and /or the need for care.
- Each School will provide regularly updated training for staff so that they receive regular safeguarding updates as required, to provide them with relevant skills and knowledge to safeguard children effectively.
- To develop and promote working relationships with other agencies.
- To ensure that all adults who have access to children have been appropriately checked as to their suitability and those engaged in regulated activity have an enhanced DBS certificate, including where necessary, a Barred List check.
- Each School will implement recruitment procedures as recommended in *Keeping children safe in education - Statutory guidance for schools and colleges 2016*



Procedures

Our procedures will be in line with *Bromley and London Child Protection Procedures 2015*. We will ensure that:

- We have a Designated Member of staff/Officer in each school (January 2017 Coopers School (CDSL) / Mead Road Infant School (MDSL) who will, in line with the recommendations in the *Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges 2016, (para 52 - 58)* undertake training and refresher training at two yearly intervals. In addition to their formal training the knowledge and skills of all other staff will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- We have CDSOs / MRDSO who have been trained to the same standard as the CDSL / MRDSL so that at least one Safeguarding Officer is in school during term time. Appropriate cover arrangements will be made for out of hours/out of term activities.
- Each school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- All members of staff develop their understanding of the signs and indicators of abuse or need.
- All members of staff know how to respond to a student who discloses abuse.
- All staff will be kept up-dated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Young Runaways, Forced Marriages, Female Genital Mutilation and those at risk of radicalisation.
- All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment.
- All parents/carers will be made aware of the School's Child Protection/Safeguarding Procedures.
- All staff are responsible for reporting concerns regarding a colleague's behaviour. *See Whistle-blowing Procedures.*
- The School's procedures will be reviewed annually and up-dated
- Any weaknesses in Child Protection will be remedied immediately
- All staff will receive a copy of this policy and new staff will be given a copy as part of their induction programme. All staff will also receive, and be instructed to read, Part One of the statutory guidance "*Keeping Children Safe in Education*" 2016.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal / Head of School.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.
- Each Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
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Responsibilities

The Lead Designated Officer (CDSL / MRDSL) is responsible for:

- Adhering to the *London Child Protection Procedures 2015, Bromley Safeguarding Children Board and School/School policies* with regard to referring a child to the Multi Agency Support Hub (MASH) if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.



- Ensuring all records are kept confidentially and securely and are separate from student records, until the child's 25th Birthday, and are copied onto the child's next school or college.
- Ensuring that the following procedures are carried out for any student subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing, Social Care, and Education Welfare will be contacted.
- Ensuring that students are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place whilst children are in school. Additionally students will be taught about online safety as part of a broad and balanced curriculum.
- Liaising with other agencies and professionals.
- Ensuring that either they or a delegated staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.
- We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We recognise that appropriately trained staff need to have the information that they need to keep Children Looked After safe and that their achievement must be monitored and promoted.
- We recognise that children with SEND can face additional challenges and that additional safeguarding barriers may exist for them.

Support will be given to all students by:

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



Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- We acknowledge that whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- The Principal or the CLDO / MRLDO will disclose any information about a student to other staff on a 'need to know' basis only.
- The Governors will take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.
- All staff must be aware that they have a professional responsibility to disclose information to other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Supporting Staff

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

Allegations Against Staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- We understand that a student may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously; b) ensure the child is safe and supported; and c) inform the Principal / Head of School as soon as possible. The member of staff should then accurately record what they have been told/observed.
- The Principal / Head of School, on all such occasions, will discuss the content of the allegation with the Designated Officer (DO) from the Local Authority (formerly LADO)
- If an allegation is made against the Principal / Head of School then the Chair of the Governing Body must be informed. They will then discuss the allegation with the Designated Officer (DO) from the Local Authority (formerly LADO)
- The Schools will follow both the London and Bromley's Safeguarding Children Boards protocols for managing allegations.

Safer Recruitment

- The School will implement their responsibilities for safer recruitment strategies as recommended in *Keeping children safe in education - Statutory guidance for schools and colleges 2016*.
- This will include appropriate training for Principals and others who recruit and select staff and volunteers. These staff will attend Safer Recruitment training.
- As part of the Safer Recruitment process all staff being offered positions within the School will have their offers made subject to an enhanced DBS check.



Whistle-blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.
- Whistle-blowing re the Principal / Head of School should be made to the Chair of the Governing Body.

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Our school communities will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.



Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.



Making a Child Protection Referral

Who to contact:

Multi Agency Support Hub (MASH) (Bromley)

- 020 8461 7373 / 7379 / 7404 / 7309 / 7026

Civic Centre Stockwell Close

Bromley BR1 3UH

Monday – Friday 9.00am-5.00pm

Out of hours emergency duty team:

- 020 8464 4848

Multi Agency Referral Team (Bexley)

- 020 8303 7777

Civic Offices, 2 Watling Street, Bexleyheath DA6 7AT (ask for Assessment and Referrals)

Monday - Friday 9.00am – 5.00pm

Out of hours emergency duty team:

- 020 8303 7777

Referral and Assessment Team (Greenwich)

Woolwich Centre, 35 Wellington Street, Woolwich,

London SE18 6HQ

- 020 8921 3172

Monday – Thursday 9.00am – 5.30pm

Friday 9.00am – 4.30pm

Out of hours emergency duty team:

- 020 8854 8888

- Seek advice from the Multi Agency Support Hub (MASH) if you are unsure whether to make a referral.
- All referrals should be sent in writing using the multi-agency referral form. The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).
- With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral.

Common Assessment Framework

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs. To complete a CAF consent from parents/carers must be obtained.

You might use a CAF:

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



Case Conferences

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

Please also refer to the School's policies on Anti-Bullying, Behaviour, Physical Restraint / Positive handling, Attendance, Health and Safety, First Aid.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and NSPCC



website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website and Annex A of KCSIE (2016):

- Bullying including cyberbullying
- Children missing education - and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) - and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM) - and Annex A
- Forced marriage - and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalization -- and Annex A
- Relationship Abuse
- Sexting
- Trafficking

Further information on Children Missing Education

All children, regardless of their circumstance, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the School's procedures for unauthorised absence and for children that go missing in education, particularly on repeat occasions.

The School keeps an updated attendance register and will alert the Local Authority of any child who has failed to attend for a continuous period of 10 days without the school's permission and/or who has been removed from its register as defined in Annex A of Keeping Children Safe in Education: 2016 – Annex A

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.



Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.



INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.



8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

Stay calm and reassuring

Arrange a time and place to talk privately immediately after the child has initiated contact

Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police

Don't make any other promises to the child - the situation may cause you to react emotionally

Listen and reassure

Do not press for details - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.

Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.

As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child

Refer to CDSL / MRDSL or CDSO / MRDSO in a 'face to face' conversation

Complete the Coopers online Safeguarding Form / Mead Road Cause for Concern form

Debrief with your line manager

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

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



CHILD PROTECTION PROCEDURES: PHYSICAL INJURY TO CHILDREN

Checklist for Recording

When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:

Exact position of injury on the body, e.g. upper outer arm/left cheek

Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)

Approximate shape of injury, e.g. round/square or straight line

Colour of injury - if more than one colour, say so

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere?

Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff, etc.?

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot/does the child feel hot?

Does the child feel pain?

Note: Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury or assume that because you may have had a similar experience that the child's experience is the same. Remain neutral as a person who listens.

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

Also record

Explanation for the injury: - Child (use child's own words) Adult

General appearance of the child: - Clothing; Hygiene; Child's attitude/demeanour; Parent's attitude

Action taken/proposed: In your view, does the child need treatment?

Your name, designation, agency, telephone number, date and time of your observation.



FORMAT FOR REPORT FOR A CHILD PROTECTION CONFERENCE

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

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

Report for Child Protection Conference

Name of Child:

Date of Birth:

Address:

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

Reason for referral to agency if applicable

Services offered/ referrals made

2. Brief information re. the child

Health

General Progress

School Attendance

Who brings/collects

Communication Skills

Social Skills

Relationships peers/staff/family

Child's response to school

3. Comments, if any, re. the incident leading to the conference
4. Any historical information regarding the family and child, of relevance
5. Any comments regarding other members of the child's family - parents/carers/extended family/siblings