Reviewed: September Annually



**CHILD PROTECTION POLICY**

Scope

Grove Road School and the Governing Body (We) have a statutory duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002. This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to the government guidance: ‘Working Together to Safeguard Children’ 2015, ‘What to do if you’re worried a child is being abused’ 2015, ‘Keeping Children Safe in Education (KCSE) DfE September 2016’ as the safety and protection of children is of paramount importance to everyone in this school.

In addition we will abide by the child protection procedures of our Local Safeguarding Children Board. The Children Act 2004 defines safeguarding and promoting the welfare of children as;

* protecting children from abuse and neglect
* preventing impairment of their health or development, and
* ensuring that they receive safe and effective care so as to enable them to have the

optimum life chances

These are the main elements to our policy:

Section 1:

* Raising awareness of child protection issues and equipping children with the skills needed
* to keep them safe.
* Establishing a safe environment in which children can learn and develop.

Section 2:

* Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
* Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

Section 1

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school therefore:

* Establishes and maintains an environment where children feel secure, are encouraged to talk, and are listened to.
* Ensures children know that there are adults in the school whom they can approach if they are worried.
* Includes opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
* We acknowledge and support the United Nations Convention on the Rights of the Child
* We follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills (Working together to Safeguard Children):
* Ensure we have a designated senior person for child protection who has received appropriate training and support for this role (Lyn Gray - Head teacher).
* Ensure we have a nominated governor responsible for child protection (Sharon Ahmed).
* Ensure every member of staff (including temporary, supply staff and volunteers) and governing body know the name of the designated senior person responsible for child protection and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by making this Policy available on the school website.
* Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
* Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately.
* Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
* Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

Section 2

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school supports the pupil through:

* The content of the curriculum.
* The school ethos which promotes a positive, supportive and secure environment and gives  pupils a sense of being valued.
* The school behaviour and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. The school ensures that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
* Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
* Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Child Protection Guidelines and School Procedures

Statutory duties

The school has statutory duties to ensure that any child felt to be in need of child protection is immediately referred to the appropriate agencies. The Children Act 1989 and 2004 states these duties and provides guidance. There are 2 sections in the Children’s act – Section 17 and section 47 which specifically refer to the duty of local authorities. Section 17 is when there is a referral of a child in need and section 47 is when the referral is more serious and is a child in need of protection. Section 47 is defined as:

* The child is suffering, or is likely to suffer, significant harm; and
* That the harm or likelihood of harm is attributable to a lack of adequate parental care or

control

Social Services must act in this case.

A child in need (section 17) is described as: -

1. S/he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority under this part.

2. Their health or development is likely to be significantly impaired, or further impaired, without the provision of such services.

Our Procedures (also refer to DCSF guidelines: “What to do if you’re worried a child is being abused” 2015)

If you suspect a child has been abused or is in need refer to our Child Protection Procedure Prompt Sheet (Appendix 1).

Identifying types of abuse

Any unexplained mark or marks which elicit a conflicting explanation can be recorded on the body map attached to the Record of Cause for Concern. (Appendix 2)

Physical abuse

This is any form of physical injury where there is definite knowledge or reasonable suspicion that the injury was inflicted, or knowingly not prevented, by any person having custody of the child. However, be aware that marks, bruising etc. can be accidental.

Sexual abuse

Sexual abuse is the exploitation of a child under the age of 16 for the sexual gratification of an older person.

Physical neglect

This is the persistent or severe neglect of a child, which results in the serious impairment of the child's health and development.

Emotional abuse

This is the severe adverse effect upon behaviour and emotional development caused by either persistent or severe neglect or rejection on the part of the parent or carer.

Potential abuse (grave concern)

This is children who are in the situation where they have not been abused themselves but where social and medical assessments indicate a high degree of risk that they might be abused in the future.

Duties and Procedures

If a child discloses any concerns to you, the procedures as outlined in the Child Protection Procedure Prompt Sheet should be followed. (Appendix 1)

The Designated Safeguarding Lead will decide whether to refer the case to another agency or to monitor it internally. They will be responsible for filling in the Inter-Agency Referral Form where appropriate.

If the case is referred to Social Services and a Child Protection Plan is put in place, the Designated Safeguarding Lead is responsible for attending Case Conferences and it may be that a class teacher will be asked to attend Core Group Meetings or prepare reports and updates. All meetings and conversations will be recorded on the CP Monitoring record which will be kept in a locked cabinet separate from the child’s other records.

Monitoring

When monitoring a child whom you suspect is being abused, the following procedures need to be followed: -

* Observation - observe the child in a variety of different contexts and times, ask others to observe and compare notes. Look particularly for changes in behaviour, body language, the child at play, drawings/writings, relationships with peers and adults. Note also any medical symptoms, such as bruising, headaches, tummy aches etc. However, do be aware that bruising etc. may be accidental. Observe for aspects of care, such as appropriate clothing, cleanliness, hygiene, tiredness, hunger etc.
* Record - record in detail and note date, time and context (the activity, the setting, whether it is interactive and any other relevant details) Distinguish between fact, observation, allegation and opinion. Record any injury on the body map attached to the CP record of cause for concern.
* Pass information onto the Designated Safeguarding Lead. Be aware of the need to treat all such information confidentially.

Professional Development

The Designated Safeguarding Lead officers and the designated school governor will receive regular updated training through INSET provided by LA or other accredited providers (biannually). Staff will be updated by information passed on from these sessions as necessary and will have the opportunity to receive in-service training (annually).

Parents

The school makes parents aware, through the school website, home visits and on any other appropriate occasions that there may be times when the school will need to take appropriate steps to ensure a child's safety. The school has a responsibility to share concerns with appropriate agencies.

It is the school's policy to involve parents and to work in partnership with them wherever possible and this will be part of the child protection procedures in supporting the child and offering advice and support to the parents/carers if at all possible.

Transfer of Pupils

When pupils move to another school, all paperwork will be transferred to the new school confidentially. When children move to this school, information will be sought as to whether there is any concerns or social service involvement.

Use of Restraint

Restraint is defined as “The positive application of force with the intention of overpowering the child. That is in order to protect a child from harming himself or others or seriously damaging property” It will only be used when all other methods have failed.

Legally a child or young person can only be restrained if it can be shown that there is a significant risk of the child or young person injuring him/herself or others by his/her actions.

Restraint must only be done in the presence of at least one other adult.

Any child who is physically restrained must receive a clear explanation of why they were restrained in a language and format which they can understand and at an appropriate time after the event.

Parents (or those with parental responsibility) must be informed of any incident in which their dependent child was the subject of physical restraint.

Staff will receive training in the correct way to restrain a child.

E-Safety

Anyone who is concerned that a child’s safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

1. Reports to and discusses the issue with the named Designated Safeguarding Lead, who contacts the child’s parents, CEOP (http:/www.ceop.gov.uk), the police, social services and/or the LA e-safety officer as appropriate;

2. Advises the child on how to terminate the communication and saves all evidence;

We ensure that children are confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

All staff, employees, Governors and pupils are asked to sign the school’s Acceptable Use Policy (AUP) as acceptance of the Terms and Conditions of the ICT Usage Policy.

The school’s computer facilities will be monitored to ensure this policy is adhered to and that these facilities are used properly.

Any information (including personal emails, documents, etc) within the school’s network or equipment can be inspected, at any time, without notice.

Allegations against Staff

Despite all efforts to recruit safely there will be occasions when allegations of abuse against children are raised.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer, including a governor of the school, is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

This procedure is drawn up taking account of the following guidance:

* Working together to Safeguard Children (2015)
* London Protection Procedures 2016 (5th Edition, Part A Section 7)
* Keeping Children Safe in Education 2016 (Part 2 and Part 4)

This procedure applies to all employees employed by the school.

Where the Head teacher is the subject of the allegation or concern, all reference to Head teacher to be replaced with Chair of Governors.

This procedure should be used in respect of all cases in which it is alleged that a teacher or other member of staff (including a volunteer) in a school has:

* Behaved in a way that has harmed a child, or may have harmed a child; • Possibly committed a criminal offence against or related to a child; or
* Behaved towards a child or children in a way that indicates they would pose a risk of harm to children
* These behaviours should be considered within the context of the four categories of abuse (i.e., physical, sexual and emotional abuse, and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people, for example: -
* Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (see ss 16-19 Sexual Offences Act 2003)
* ‘Grooming’ i.e., meeting a child under 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003);  •
* Other ‘grooming’ behaviour giving rise to concerns of a broader child protection nature e.g. inappropriate text / e-mail messages or images, gifts, socialising etc.);
* Possession of indecent photographs / pseudo-photographs of children There are up to three strands in the consideration of an allegation:
* A police investigation of a possible criminal offence; • Social care enquiries and/or assessment about whether a child is in need of protection
* or in need of services;
* Consideration by the school of disciplinary action in respect of the individual. *For more information, please see our Policy – “Dealing with allegations of abuse against teachers and other staff”*

Safer Recruitment

This applies to the recruitment and selection of teaching staff including Head teachers, Deputy and Assistant Head teachers, and support staff in schools and academies.

It covers the checks the school undertakes when using agency staff and volunteers.

*For more information, please refer to our policy:*

*“Safer Recruitment & Selection Policy and Procedure”.*

Anti-bullying School

Our 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.

*For more information, please refer to our policy:*

*“Behaviour and Anti-Bullying”.*

Racist Incidents

A school 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.

*For more information, please refer to our policy:*

*“Behaviour and Anti-Bullying”.*

Radicalisation and Extremism

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty and is seen as part of schools’ wider safeguarding duties. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been a number of local and national incidents where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

Grove Road School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. – Article 14 UN Convention on the Rights of the Child.

Both pupils/students and teachers have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. It is subject to laws and policies governing equality, human rights, community safety and community cohesion

Threats from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and GST are clear that this should be viewed as a safeguarding concern.

We are aware of the definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation.

Grove Road School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. A copy of the VTR referral form is on the staff server in the child protection file.

Forced Marriage (FM)

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children’s Social Care or Education Welfare.

Female Genital Mutilation (FGM)

Comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation – WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in the UK, an extremely harmful practice and a form of child abuse.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The Mandatory reporting duty came in to force on 31st October 2015 and teachers must personally report to the police (after informing the DSL) a disclosure that FGM has been carried out and unless there is good reason not to they will first discuss cases with the DSL who will involve children’s social care.

A cultural practice not ground in any religion. Belief that;

* FGM brings status/respect to the girl – social acceptance for marriage
* Preserves a girl’s virginity
* Part of being a woman / rite of passage
* Upholds family honour
* Cleanses and purifies the girl
* Gives a sense of belonging to the community
* Fulfils a religious requirement
* Perpetuates a custom/tradition
* Helps girls be clean / hygienic
* Is cosmetically desirable
* Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening are:

* Child talking about getting ready for a special ceremony
* Family taking a long trip abroad
* Child’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia,
* Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including
* Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
* Knowledge that the child’s sibling has undergone FGM
* Child talks about going abroad to be ‘cut’ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

* Prolonged absence from school and other activities
* Behaviour change on return from a holiday abroad, such as being withdrawn and appearing
* subdued
* Bladder or menstrual problems
* Finding it difficult to sit still and looking uncomfortable
* Complaining about pain between the legs
* Mentioning something somebody did to them that they are not allowed to talk about
* Secretive behaviour, including isolating themselves from the group
* Reluctance to take part in physical activity
* Repeated urinal tract infection

It is essential that schools take action without delay and call Children’s Social Care/MASH. See Female genital mutilation; multi-agency practice guidelines

https://www.gov .uk/government/publications/female-genital-mutilation-guidelines

Child Exploitation

Defined as: ‘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.’ (KCSE September 2016, p 11). It may seem to be ‘consensual’ but may involve serious organised crime by gangs or groups and is marked out by an imbalance of power in the relationship.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include;

* underage sexual activity
* inappropriate sexual or sexualised behaviour
* sexually risky behaviour , 'swapping' sex
* repeat sexually transmitted infections
* in girls, repeat pregnancy , abortions, miscarriage
* receiving unexplained gifts or gifts from unknown sources
* having multiple mobile phones and worrying about losing contact via mobile
* having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
* changes in the way they dress
* going to hotels or other unusual locations to meet friends
* seen at known places of concern
* moving around the country, appearing in new towns or cities, not knowing where they are getting in/out of different cars driven by unknown adults
* having older boyfriends or girlfriends
* contact with known perpetrators
* involved in abusive relationships, intimidated and fearful of certain people or situations
* hanging out with groups of older people, or anti-social groups, or with other vulnerable
* peers
* associating with other young people involved in sexual exploitation
* recruiting other young people to exploitative situations
* truancy, exclusion, disengagement with school, opting out of education altogether
* unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
* mood swings, volatile behaviour , emotional distress
* self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
* drug or alcohol misuse
* getting involved in crime
* police involvement, police records
* involved in gangs, gang fights, gang membership
* injuries from physical assault, physical restraint, sexual assault.

Honour-based Violence (HBV)

HBV is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL. HBV might be committed against people who:

* become involved with a boyfriend or girlfriend from a different culture or religion want to get out of an arranged marriage
* want to get out of a forced marriage
* wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims

Peer on Peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should follow the school policy and procedures with regards to peer on peer abuse which can be found in the Behaviour & Anti-Bullying policy.

Sexting

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child’s future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

All mobile phones are handed into the school office at the start of the day, before registration and collected when leaving school. All internet and ICT use is monitored by teachers as per the E-Safety and AUP procedures.

Children Missing Education (CME)

A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage. School will inform the local authority of any pupil who is going to be deleted from the admission register where they:

* are being home educated
* have ceased to attend and no longer live within reasonable distance of the school
* have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
* are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
* have been permanently excluded

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 3 school days or more. The school attendance and welfare officer will do this as part of their on-going absence checks.

Raising Awareness of this Policy

• the School Handbook/Prospectus

• the school website

• meetings with parents/carers such as introductory meetings

• communications with home such as end of half term newsletters

• reports such as Head teacher reports to the Full Governing Body

Monitoring the effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed by the Designated Safeguarding Lead, the Head teacher, the nominated governor and any recommendations for improvement made to the Local Governing Body. A safeguarding audit will be undertaken regularly and shared with the HSCB

Related Policies

Safeguarding Policy Statement - Website

Health and Safety Policy

Safer Recruitment & Selection Policy and Procedure Anti-Bullying and Behaviour Policy

ICT Usage Policy and AUP

Medical Policy

Dealing with Allegations of abuse against teachers and Staff Staff Handbook & Code of Conduct

Whistle-Blowing Policy

Drug and Alcohol Misuse Policy

Off-Site Visits Policy

Contacts

Named Person for Child Protection (Grove Road Primary School) – Mrs Lyn Gray (Head teacher, 0208570 6132, head@groveroad.hounslow.sch.uk

Named Governor for Child Protection (Grove Road Primary School) – Sharon Ahmed sahmed256.313@lgflmail.org

Safeguarding Children Board (London Borough of Hounslow) – hscb@hounslow.gov.uk

Referrals to Children’s Social Care:

If you are concerned about the well-being of a child who may be at risk of abuse or neglect:

Early Help Hounslow and Social Care Team: 0208 583 6600

Option 1 – existing cases

Option 2 – recent cases

Option 3 – new referrals

Front Door Duty Managers Duty Manager (East): 0208 583 4573

(West): 0208 583 3257

csll-socialcare@hounslow.gcsx.gov.uk

childrensdutym@hounslow.gcsx.gov.uk

earlyhelp@hounslow.gov.uk

**Appendix 1**

Grove Road Child Protection Procedure Prompt Sheet

1. If you have concerns about a child, consult the Non-Statutory Guidance: What to do if you’re worried a child is being abused (DfES March 2015). A copy of this document is saved electronically on the Staff Server in the Child Protection file and a hard copy is in the staffroom.
2. If you are concerned that a child is in immediate danger, do not allow the child to go home and consult the Head teacher, or any other member of SLT immediately.
3. Follow the “Ten Key Points” (Appendix 3).
4. Refer your concerns to the Designated safeguarding leader: Mrs Lyn Gray (Head teacher). If we are not currently monitoring the child, or have not done so in the past, fill in the “Child Protection Record of Cause for Concern”. If we already have this child’s details in our Child Protection files, complete a “Child Protection Monitoring Record”. Both of these documents are on the Staff Server in the Child Protection file. It is vital that we keep written records of any incidents of concern.
5. Any conversations with parents or carers should also be logged with the time and date on the Parent/Carer Record form. A copy of this is saved on the Staff Server in the child protection file.

**Appendix 2**

GROVE ROAD PRIMARY SCHOOL

CHILD PROTECTION RECORD OF CAUSE FOR CONCERN

*Please fill out as many sections as possible with as much detail as you can.*

*Please include your perceptions as well as facts and reasons for them.*

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

Name of Child/ren:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/D.O.B.:\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_

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Details of Concern/Suspicion/Incident:

Details of what happened, including time, dates, names of others involved,

behaviour or physical signs observed (see body outline to record injuries), details of possible abuser:

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Details of any conversation with the child:

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Action to be taken:

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Referral Date *(where relevant):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Follow-up notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

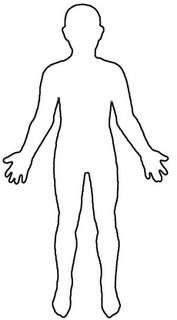
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Body outline to record injuries (if required)



**Appendix 3**

TEN KEY POINTS

Ten key points to follow if you suspect, or are told of, abuse.

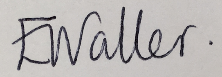
Adults looking after children or young people should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.

Staff or volunteers in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. **Always stop and listen** straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. **Write brief notes** of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) and keep your original notes, however rough and even if you wrote on the back of something else (it is what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards).
3. **Never make a promise** that you will keep what is said confidential or secret. If you are told about abuse you have the responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. **Don’t ask leading questions** that might give your own ideas of what might have happened, e.g. “Did he do X to you?” Just ask, “What do you want to tell me?” or “Is there anything else you want to say?”
5. **Immediately tell the person in charge** of the group, unless they are themselves accused or suspected of abusing, and don’t tell other adult or young people what you have been told. If someone has made an accusation to you about the adult in charge of a group, YOU should contact the local Social Services Department yourself and ask them what to do next.
6. **Discuss** with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who has told you).
7. **Never attempt to carry out an investigation** of suspected or alleged abuse by interviewing people, etc. Social Services and police staff are the people trained to do this. You could cause more damage and spoil possible criminal proceedings. It is your duty to refer concerns on, not to investigate.
8. As soon as possible, and certainly the same day, the person in charge should **refer the matter** to the local Social Services Department, helped by your notes. Follow their requests about what to do next. They will set up any necessary investigations and can advise you. That is their statutory job.
9. **Never think abuse is impossible** in your organisation or group, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or adults, about abuse. **Make sure that your senior young people know the points on this sheet** (as much as they can at their level) as well as the responsible adults.

**Important:**

These points are no substitute for proper selection and training of adults trusted to look after children and young people, or for the organisation/groups having their own clear “child protection” procedures for their particular setting.

Head Teacher Chair of Governors

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