

St Mary's Catholic Primary School
Canterbury Road, London, NW6 5ST
Telephone: 020 7624 1830
Email: admin@marycps.brent.sch.uk



Child Protection and Safeguarding Policy 2016 - 2017

POLICY DETAILS:

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Next Review: September 2017

Responsible Person: Governing Board

Introduction:

St Mary's Catholic Primary School recognises its responsibilities for Child Protection. Our policy applies to all staff, Governors and volunteers working in the school. There are five main elements to our policy:

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils in accordance with the agreed Child Protection or Child In Need Plan
- Establish a safe environment in which children can learn and develop

The school will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- Education Act 2002, section 175
- Local Authority Safeguarding Children Board Child Protection Procedures
- DfE guidance, 'Keeping Children Safe in Education' (September 2016)
- DfE guidance, 'Working Together to Safeguard Children' (March 2015)
- The Equalities Act 2010

DfE guidance 'Working Together to Safeguard Children' (2015) requires all schools to follow the procedures for protecting children from abuse established by their Local Authority Safeguarding Children Board (LSCB). Schools must ensure that they have appropriate procedures in place for responding where they believe that a child has been abused or is at risk of abuse. The procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

DfE guidance 'Keeping Children Safe in Education' (September 2016) states that "The designated safeguarding lead should ensure the school or college's policies are known and used appropriately...To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made."

1. Aims of the policy

- To provide an environment and foster a school community supportive of the aims of St Mary's Catholic Primary School
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

2. Procedures

St Mary's procedures for safeguarding children will be in line with the Local Education Authority (LEA) and the LSCB procedures.

The Designated Senior Person (DSP) is Mrs Quinlan (Education Support Manager) who takes regular training with Brent LEA, NSPCC and receives weekly e-bulletins from NSPCC.

The member of staff who will act in the DSP's absence is Mrs Gallagher, Senior Teacher or Ms Spiers, SENCO.

The Designated Governor is Ms Nowicka.

The school will ensure that:

- The staff are trained to develop their understanding of the signs and indicators of abuse
- The staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff will be given a copy of the child protection procedures as part of their induction into the school. They will be made aware of the role of the Designated Senior Person
- All staff are reminded of the above at the beginning of the school year

The Governing Board is responsible for ensuring the annual review of this policy.

3. Responsibilities

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." (*DfE guidance 'Keeping Children Safe in Education' - September 2016*)

(a) Responsibilities of Governors and Senior Managers:

It is the role of the Governors and senior managers to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are suitable to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff get appropriate training
- Having clearly understood and working procedures on how to safeguard and promote the welfare of young people
- Working with the child's parents to support their child's needs
- Helping parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required
- Notifying DBS and the DfE of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations

Where the school provides before school, after school or holiday club services or activities directly under the supervision or management of school staff, the school's arrangements for Safeguarding will apply. Where services or activities are provided separately by another body, the Governing Board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

(b) The Designated Senior Person (DSP) has the following responsibilities to:

- Ensure that the school operates within the legislative framework and recommended guidance from the LSCB and LEA
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the Executive Headmistress is kept fully informed of any concerns
- Monitor attendance and absences for all pupils; inform Social Care if a child is absent without explanation for two days if currently subject to a Child Protection Plan
- Submits reports to and attends Child Protection Conferences
- Ensure that all staff and volunteers are aware of the LSCB's Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSP at the receiving school, in a secure manner, and separate from the child's academic file

(c) Reporting

The reporting of safeguarding practice at St Mary's enables the Governing Board to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority is vital in order that appropriate support and training can be given. These are requirements of 'Working Together to Safeguard Children' (DfE March 2015).

At the termly Governing Board body meetings, a Safeguarding report will be given. The Designated Senior Person will liaise with the Governor responsible for Safeguarding whenever appropriate. The Deputy Designated Senior Person will also be kept fully informed.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

4. Training

Summary of Child Protection Training:

- Designated Senior Persons undertake training every two years
- Teaching and other staff should have training updated every three years
- New staff receive training as part of their induction process
- St Mary's school Governors attend Governor Child Protection training
- Designated Senior Person and nominated Senior Leaders undertake Safer Recruitment training

5. Related policies and documents

- Allegations of Abuse Against Teachers and Other Staff
- Anti-Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Behaviour Progress Reports
- Capabilities Procedure
- Complaints Procedure
- Discipline Policy
- Disciplinary Procedure
- E-Safety
- Educational Visits Policy
- Equal Opportunities Policy
- Equalities Policy & Plan
- Every Child Matters Policy
- First Aid Policy
- Guidelines on the Use of Restraint
- Healthy Food Policy
- Health, Safety and Welfare Policy
- Home-School Agreement
- Inclusion Policy
- Induction of Newly Qualified Teachers Policy
- Information Security Policy
- Intimate Care Policy
- Children Looked After Policy
- Manual Handling Policy
- Mission Statement
- Professional Conduct Policy
- Racial Equality Policy
- Special Educational Needs Policy
- Whistleblowing Policy

6. Abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment 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 another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 person. It may involve serious bullying, 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or inciting a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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. 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)
- Ensure access to appropriate medical care or treatment.

It may also include neglect or unresponsiveness to a child's basic emotional needs

7. Concerns

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even if apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed

8. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Person without delay

Do NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Senior Person

General points on how to respond to a child wanting to talk about abuse:

(a) Show acceptance of what the child says (however unlikely the story may sound)

- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **don't promise confidentiality**
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

(b) Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

(c) Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

(d) At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the Designated Senior Person or, if not available, contact the Executive Headmistress or Associate Head of School
- Consider your own feelings and seek pastoral support if needed

9. Record keeping

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation. If it is possible, please use the 'Child Protection Concern Form' (see Appendix)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury using the 'body map' (see Appendix)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer

10. Support following a disclosure

(a) Supporting staff :

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Senior Person who can seek support from the appropriate governor or from the LSCB if required.

(b) Supporting children :

The school will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

11. Confidentiality

- All matters relating to Safeguarding are confidential
- The Executive Headmistress or Designated Senior Person will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

12. Whistle blowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Designated Senior Person, the Executive Headmistress or the Chair of the Governing Board.

13. Appointment of staff

School procedures for appointing staff are in line with the ‘Keeping Children Safe in Education’ (September 2016) and the LSCB procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff.

The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms that are designed to prompt interviewers to spot frequent job changes and movement around the country. They state the primacy of child protection concerns at the school and require a declaration of past convictions and whether or not the candidate is on the Children’s List (List 99) or disqualified from working with children. References are taken up in advance, and interviews include questions regarding child protection issues.

All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will be subject to a Disclosure and Barring Service (DBS) check before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis (coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS Disclosure.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies. In line with DfE guidance, any serious concern raised, whether proven or not, will be reported in staff references.

14. Allegations involving school staff

All school staff should take care not to place themselves in a vulnerable position with a child and all staff should be aware of the school's behaviour/discipline policy.

If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Executive Headmistress. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.

The Executive Headmistress will not investigate the allegation itself, or take written or detailed statements but assess whether it is necessary to refer the matter to Social Care in accordance with the Safeguarding procedures. In doing so, the Executive Headmistress can use his/her discretion to consult with the Local Authority Designated Officer (LADO) for Child Protection.

If the Executive Headmistress decides that the allegation warrants further action through Safeguarding procedures he/she must make a referral direct to the local Social Care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Chair of the Governing Board will be consulted before a final decision is made. If it is decided that this is not necessary to refer the matter to Social Care the Executive Headmistress will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Executive Headmistress, the person receiving the complaint will immediately inform the Chair of Governors who will follow the procedures above without first notifying the Executive Headmistress.

If an allegation proves to be unfounded, an investigation will take place to determine if there was malicious intent. Pupils found to have made malicious allegations are likely to have breached school behaviour policies so the school will apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

15. Physical intervention/positive handling

The school has a separate policy on physical intervention and positive handling. It acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.

If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures. Staff may need to take action in situations where the use of reasonable force may be required.

16. Bullying

The school has a separate bullying policy. It acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures.

17. Offensive comments

Offensive comments, including those of a racist, sexual or homophobic nature will not be tolerated and repeated incidents or a single serious incident may lead to consideration under Safeguarding procedures.

18. Inappropriate relationships

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Senior Person and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

19. Lone working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Senior Person immediately
- Children should only be given lifts in cars with the express permission of either the Designated Senior Person or the Executive Headmistress.

20. Curriculum links / prevention

PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community.

There is a strong ethos where children feel secure and are encouraged to talk and are always listened to. All children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

21. Health and Safety and educational visits

The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips and visits by the Trips and Educational Visits Policy. All trips are reviewed after the event to see if there are any changes necessary.

The School Business Manager seeks to ensure the suitability of adults working with children on the school site at any time including during school holidays

22. Lost child/ren (missing or absconding)

The school works closely with Brent Education Welfare and Brent Children Missing Education services to ensure the whereabouts of all children on roll at St Mary's are known.

23. Communication with parents / adults with parental responsibility

In the event of a disclosure from a child or if a report from any other source indicates a parent or adult in a position of trust may have caused harm to a child or intends to cause harm to a child, this will be referred to Social Care without notification to the parents and/or those with parental responsibility. This is in line with Social Care protocols and is designed to protect the health, safety and well-being of the child. Social Care will advise the school accordingly if they wish for the school to discuss the matter with the parents and/or those with parental responsibility.

24. Anti-radicalisation

The DfE has produced The Prevent Duty (June 2015) guidance to schools. From 1 July 2015 all 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.

The school will endeavour to identify any children that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Senior Person will undergo awareness training in relation to The Prevent Duty.

Staff should report any concerns to the Designated Senior Person. While this is not an exhaustive list, the following are possible indicators of a young person being at risk of radicalisation:

- spending time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause;
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology

Through maintaining positive relationships with parents and by encouraging children to share their views in a safe environment, the school will also promote British Values. Where there are any causes for concern, the school will seek advice from agencies such as Children's Services, Brent's Prevent Lead or the DfE Extremism Team (020 7340 7264).

25. Female Genital Mutilation (FGM)

The Government has produced Multi Agency Practice Guidelines (November 2014) in relation to FGM:

*“Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are 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.** Professionals should also note that the girls and women 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.*

*The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.*

*It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.”*

The school will endeavour to identify any girls that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Senior Person will undergo awareness training in relation to FGM.

While this list is not exhaustive, staff should be aware of the following indicators of a possible FGM procedure having taken place and report any concerns to the Designated Senior Person:

- A girl may complain of pain between her legs
- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- There may be behaviour changes or changes in usual mood

The DfE guidance, ‘Keeping Children Safe in Education’ (September 2016) states the following:

“Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should...discuss any such case with the school’s designated safeguarding lead... The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.”

26. Child Exploitation

Child sexual exploitation (CSE) involves situations, contexts and relationships where young people receive something (for example food, alcohol, presents, 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) sexting and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Any concerns that a child may be experiencing any level of exploitation should be reported to the Designated Senior Person who will have undertaken awareness training in relation to CSE issues.

27. SEND Pupils

It is important to recognise and be alert to children with Special Educational Needs and Disabilities (SEND) potentially being at a higher risk of all forms of abuse including peer bullying. SEND pupils are likely to be more vulnerable for a number of reasons including communication barriers and, in some cases, a dependency on others for physical and emotional support.

28. Early Help

To ensure children and / or their families are supported at the earliest possible opportunity, staff should share any concern, no matter how small, with the DSP. An assessment can then be made to determine if support and services could be offered.

The DSP meets regularly with the SENCo and the Therapeutic Support Manager at St Joseph's to ensure that there is a package of support for vulnerable children and / or their families.

APPENDIX

Child Protection Concern

At A Glance

- If a disclosure is made to you please use the enclosed 'Child Protection Concern Form' to write up what has been said to you. Remember not to lead or influence what you are being told – use phrases like, 'And then what happened?' and 'Is there anything else you would like to tell me?' Only report what is actually said to you, not your opinions.
- The Child Protection Concern Form should also be used if you see anything that gives you cause for concern, e.g., suspicious bruising.
- If you have any kind of Child Protection concerns please write up your concerns as soon as possible and pass on the information to Mrs Studd, the Designated Child Protection Officer for the school.
- If you find it difficult to write up notes because you are teaching please ask a colleague or a pupil to contact Reception and ask that Mrs Studd be located. Mrs Studd is happy to come to you and may be able to get someone to cover your class while you write up your notes.
- **Please don't delay in reporting Child Protection incidents**

CHILD PROTECTION CONCERN FORM

Your Name: _____
Your position: _____
Your knowledge of and relationship to the child, (e.g. Teacher)
Child's name: _____
Child's address: _____
Child's date of birth: _____
Date(s), time(s) and location(s) of incident(s): _____
Nature of the concern/allegation: _____
Observations made by you or to you (e.g. description of visible bruising, other injuries, child's emotional state etc): <i>NB Make a clear distinction between what is fact, opinion or hearsay</i>
Exactly what the child/ said and what you said (Remember, do not lead the child or young person – record actual details. Continue on a separate sheet if necessary):

Signature:

Date:

CHILD PROTECTION BODY MAP

Please use the diagram below to indicate and/or describe the site of any markings which are causing concern.

