

Child Protection Policy and Procedures for Sylvester Primary Academy

September 2017

This policy is part of a suite of Safeguarding Policies that are adopted at Sylvester Primary Academy and should be read in conjunction with the Academy:

Safeguarding Children Policy, Code of Conduct, Anti Bullying Policy, Allegations Management Policy, Behaviour & Attendance Policy, Whistle blowing Policy, Social Media Policy, Safer Recruitment Policy, Radicalisation & Extremism Policy, Positive Handling Policy

1. Policy Statement

The aim of this policy is to promote a safe environment where child safeguarding concerns can be managed in an appropriate way.

Sylvester Primary Academy acknowledges the **duty** of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards and Ofsted requirements.

Para. 2

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 they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education, September 2016.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe child centred environment. That they are protected from abuse whilst participating in education wherever such learning/activity takes place.

Within this policy document it is understood that some children, including children with disabilities, can be particularly vulnerable to abuse and neglect. It is understood that,

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...“additional barriers can exist when recognising abuse and neglect in this group of children. This can include,

- assumptions that indications of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers”.

Keeping Children Safe in Education, September 2016.

In this policy we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of this safeguarding child protection policy, and in accordance with Keeping Children Safe in Education, 2016, we will;

- Promote and prioritise the safety and wellbeing of all children and young people
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and child protection
- Ensure all staff have read Part 1 of the Keeping Children Safe in Education, September 2016 Guidance document, and have completed a signed record to say they have done so
- Ensure everyone is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people.
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose a concern.
- Ensure that confidential, detailed and accurate records of all safeguarding and child protection concerns are maintained and securely stored.
- Prevent the employment/deployment of unsuitable individuals
- Help protect children and young people from extremist and violent
- Ensure robust safeguarding arrangements and procedures are in operation

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from this school.

1.1 Definitions of Abuse

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission. Types of abuse and neglect include:

Physical Abuse

Emotional Abuse

Sexual Abuse

Neglect

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse. For full details of definitions please see **Appendix 6**

In line with Keeping Children Safe in Education 2016, the definition of safeguarding for this document is as follows:

Para. 4

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education, September 2016.

For further specific safeguarding issues **See appendix 4.**

2. Safeguarding in Schools

For child protection processes and procedures in schools and education settings to be effective they should be embedded as part of a safer school culture. To establish an open and safer culture we will:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they feel listened to
- Ensure children and young people know there are adults in school they can talk to if they are worried
- Ensure that within the curriculum children and young people are taught the skills they need to recognise and stay safe from all kinds of harm, including staying safe online
- Ensure that children and young people who may be particularly vulnerable, such as those with SEN and disabilities are supported
- Ensure that children and young people that have English as an additional language have access to support and information that is clear, accessible and in their preferred language

2.1 Staff have a particular contribution to make in listening to children and young people who have experienced abuse.

This should be valued and recognised, however it is understood that this work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and hold some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

In line with Keeping Children Safe in Education Guidance, September 2016, we will endeavour to support children and young people through;

- Ensuring the content of the curriculum encourages self-esteem and self-motivation
- The identification of a Designated Safeguarding Lead (**See appendix 1**)
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school behaviour policy, ensuring students are aware that whilst some types of behaviour are unacceptable, however they are valued and not blamed for any abuse that may have occurred
- Recognising that children and young people living in environments where there is domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the MASH* as soon as there is a child protection concern
- Identifying a key member of staff as an Operation Encompass Champion whose role is to receive information from the Police relating to incidents of Domestic Abuse
- Initiating and contributing to assessments relating to the child or young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

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Governing bodies and proprietors should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description.

Keeping Children Safe in Education, September

2.2 In order to support students and their families when dealing with safeguarding and potential child protection issues, School/Education settings will;

- Undertake discussions with the parents (or if appropriate the child or young person), to gain consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm.
- Ensure parents have a clear understanding of the **duty** placed on school staff with regards the safeguarding and child protection

- Ensure that parents are aware of any referral that has been made to Children’s Social Care via the MASH, unless to do so may put the child at increased risk of significant harm.

3. Child Protection Procedures

In accordance with statutory guidance governing bodies and proprietors should ensure that the school/education setting has the following in place,

- An effective child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed inter-agency procedures
- That the child protection policy and procedures are made available on the school website or to pupils, student and parents on request
- Procedures in place for dealing with complaints about safeguarding arrangements which should be accessible to staff, pupils and parents.

The child protection procedures for schools and education settings will ensure;

- The procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual are followed, together with the KSCB multi agency Child Protection Standards. These multi agency procedures are updated and held on line at www.knowsleysafeguardingchildren.co.uk
- A member of staff who has child protection concerns about a child or young person, will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.
- If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead if they have one, or to the named person in the Local Authority for advice. **Under no circumstances should the member of staff attempt to resolve the matter themselves.**
- Understanding that taking no action does not safeguard children, once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why.

(For Child Protection Procedures flow chart **see appendix 2.**)

Para 16.

All staff should know what to do if a child tells them he/she is being abused or neglected Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care.

Keeping Children Safe in Education, September 2016.

As part of the extended school provision, should any member of staff become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow the procedure and contact the Children’s Social Care Duty Team. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

Female Genital Mutilation (FGM)

Para 27.

If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police.

Keeping Children Safe in Education, September 2016.

Female Genital Mutilation (sometimes referred to as ‘Cutting’) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the U.K. and is a form of child abuse with long-lasting and harmful consequences.

If staff have a concern Knowsley safeguarding procedures should be followed. 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 also still consider and discuss any such case with the Designated Safeguarding Lead. The duty does not apply in relation to at risk or suspected cases. In these cases teachers should follow Knowsley Safeguarding Children Board procedures.

3.1 Dealing with a disclosure

Do	Don’t
<ul style="list-style-type: none"> – Stay Calm – Listen carefully, let the child tell their story and take it seriously – Keep the child informed about what you are doing and what is happening at every stage – Reassure them they have done nothing wrong and it is not their fault – Make a full record of what has been said as soon as possible 	<ul style="list-style-type: none"> – Promise confidentiality. Be honest about your own position, who you will have to tell and why – Ask leading questions (e.g. Did your mother do this to you) – Press the child for more details – Make promises (e.g. this will never happen again)

Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- Keep detailed records of the concern, however no further action at this time
- Initiate a Early Help Assessment
- Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Assessment Team and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form within 24 hours.

As part of the KSCB multi agency procedures Children's Social Care will inform the referrer of the outcome progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information it is their responsibility to follow up the progress of the referral.

3.2 Making a referral

Para 28.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

Keeping Children Safe in Education, September 2016.

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding and child protection are concerned. As such all staff should be aware through training how to make a referral into the MASH. **See appendix 2**

3.3 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to securely share information:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child.**

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need to know basis. In line with the *HM Government Information Sharing: Guidance for practitioners and managers*. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

For Seven Golden Rules of Information Sharing **see appendix 3.**

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

3.4 Record Keeping

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second hand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

3.5 Transfer of Child Protection Records

It is the responsibility of the Headteacher to pass on confidential information to the students next school, college or education setting.

Transfer of records checklist:

- The Headteacher should inform a child's social worker immediately if they are aware that a child is moving to a new Borough.
- Arrangements should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school

- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines
- In event of not being able to trace a child, the school should contact the School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

For Receipt of Child Protection File template **see appendix 5**

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college or education setting.

3.6 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

- Participate in Early Help Assessment training
- Develop effective links with other services and agencies
- Work in partnership with children, young people and their families
- Identify an Early Help Lead person within the school

3.7 Preventing Radicalisation

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and college's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Page 54, Keeping Children Safe in Education, September 2016.

Children and young people may become vulnerable and susceptible to radicalisation through a range of social, personal and environmental factors. There is an awareness of the specific need to safeguard children, young people and their families from violent extremism.

Exploitation and radicalisation is a safeguarding concern and as such in order to ensure the ethos and values of our school/ setting are upheld the we will make a commitment to,

- Keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Support staff to recognise warning signs and symptoms in relation to children and young people and include such issues in the curriculum in an age appropriate way.
- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them
- Ensure the Designated Safeguarding Lead knows where to seek and get advice as necessary

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include a referral to the Channel programme.

Page 55, Keeping Children Safe in Education, September 2016

Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

In Knowsley a referral made into the Channel Panel is via a Safeguarding alert made to Knowsley Access Team in the MASH. **It falls to the referrer to highlight the concern in relation to the Prevent Duty.**

PREVENT

From 1 July 2015 specified authorities, including all schools defined in the summary of this guidance, 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 being drawn into terrorism'. This is known as the Prevent duty.

Page 55, Keeping Children Safe in Education, September 2016

Further information and guidance can be found on the www.gov.uk website.

3.8 Youth Produced Sexual Imagery/Sexting

Youth produced sexual imagery/Sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others, or sends sexually explicit images or text messages. They can be sent by mobiles, tablets, smart phones or laptops or any device that enables messages and images to be shared or sent.

Sexting and the Law:

A young person is breaking the law if they

- Take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if it is shared between children of the same age
- Possess, download or explore an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

2. All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Sexting in Schools: Responding to Incidents and Safeguarding Young People. 2016

3.9 Disqualification under the Childcare Act 2006

DfE issued statutory guidance for schools and colleges in relation to Disqualification under the Childcare Act. For schools this means that they **must make relevant staff aware of what information will be required of them and how it will be used to make decisions about disqualification.**

19. Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described ...is made aware of the legislation, including that they may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

Disqualification under the Childcare Act 2006, February 2015.

The guidance suggests that schools may choose to obtain professional advice from their H.R. link officer, LADO, or safeguarding lead officer, to help them establish whether staff with relevant cautions or convictions are disqualified from working in relevant childcare.

18. Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff and members of their household.

Disqualification under the Childcare Act 2006, February 2015.

Full access to the guidance document can be accessed via the link below.

<https://www.gov.uk/.../disqualification-under-the-childcare-act-2006>

Monitoring and Review

This policy document will be monitored and reviewed annually in accordance with best practice or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, and Ofsted
- As a result of any other significant change or event.

In the interests of safeguarding and protecting the welfare of children and young people it is suggested that all staff receive a copy of the settings Safeguarding Child Protection policy, and sign a safeguarding checklist to say they have read and understood it's content

Appendix 1

Annex B: Role of the designated safeguarding lead : Keeping Children Safe in Education September 2016.

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- 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 and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

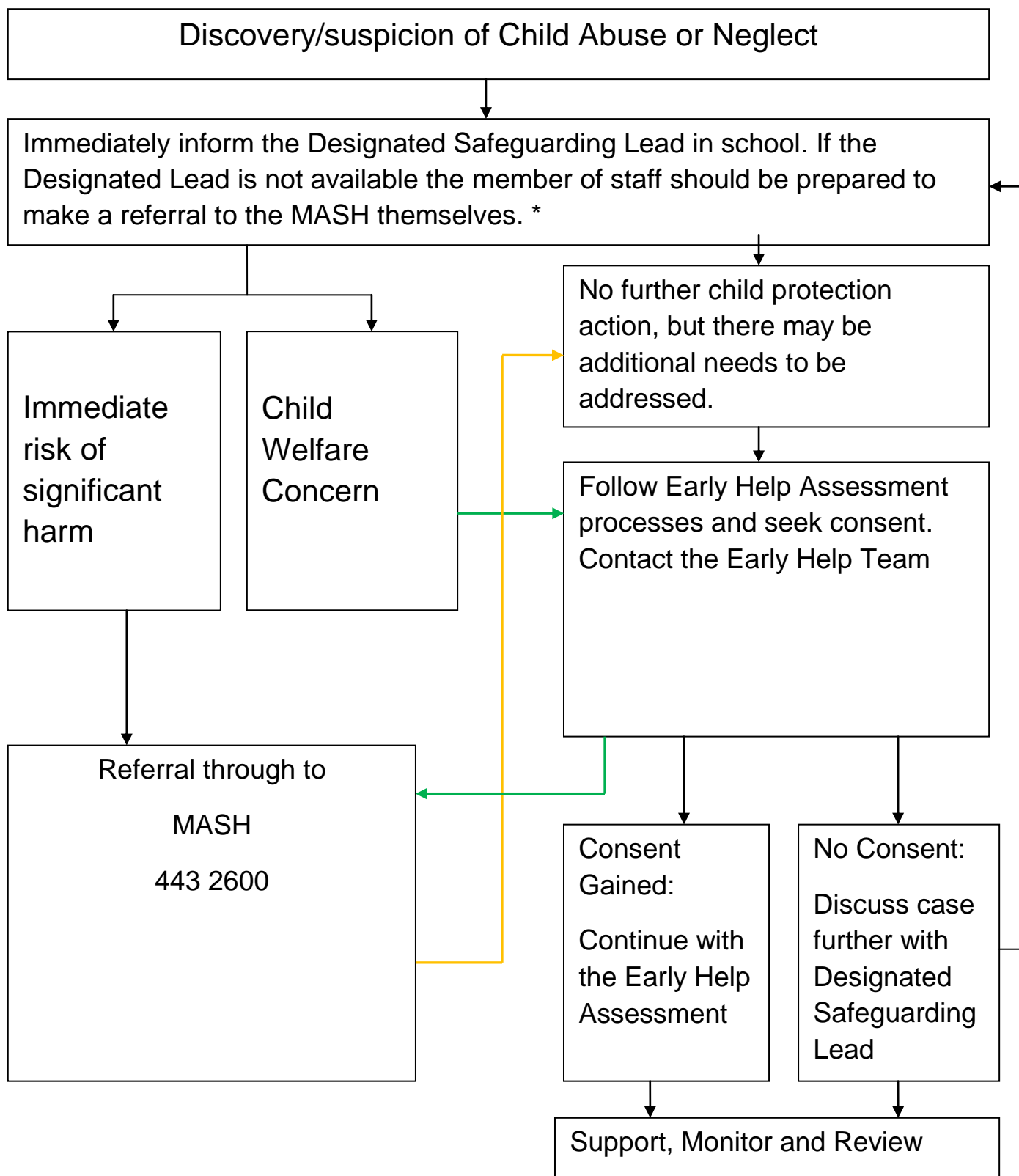
- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Additional duties

In Knowsley the Designated Safeguarding Lead may also act as champion for local/ area initiatives such as Operation Encompass, CSE single point of contact.

Appendix 2

Child Protection Procedures Flow Chart



*Paragraph 28. **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

Appendix 3



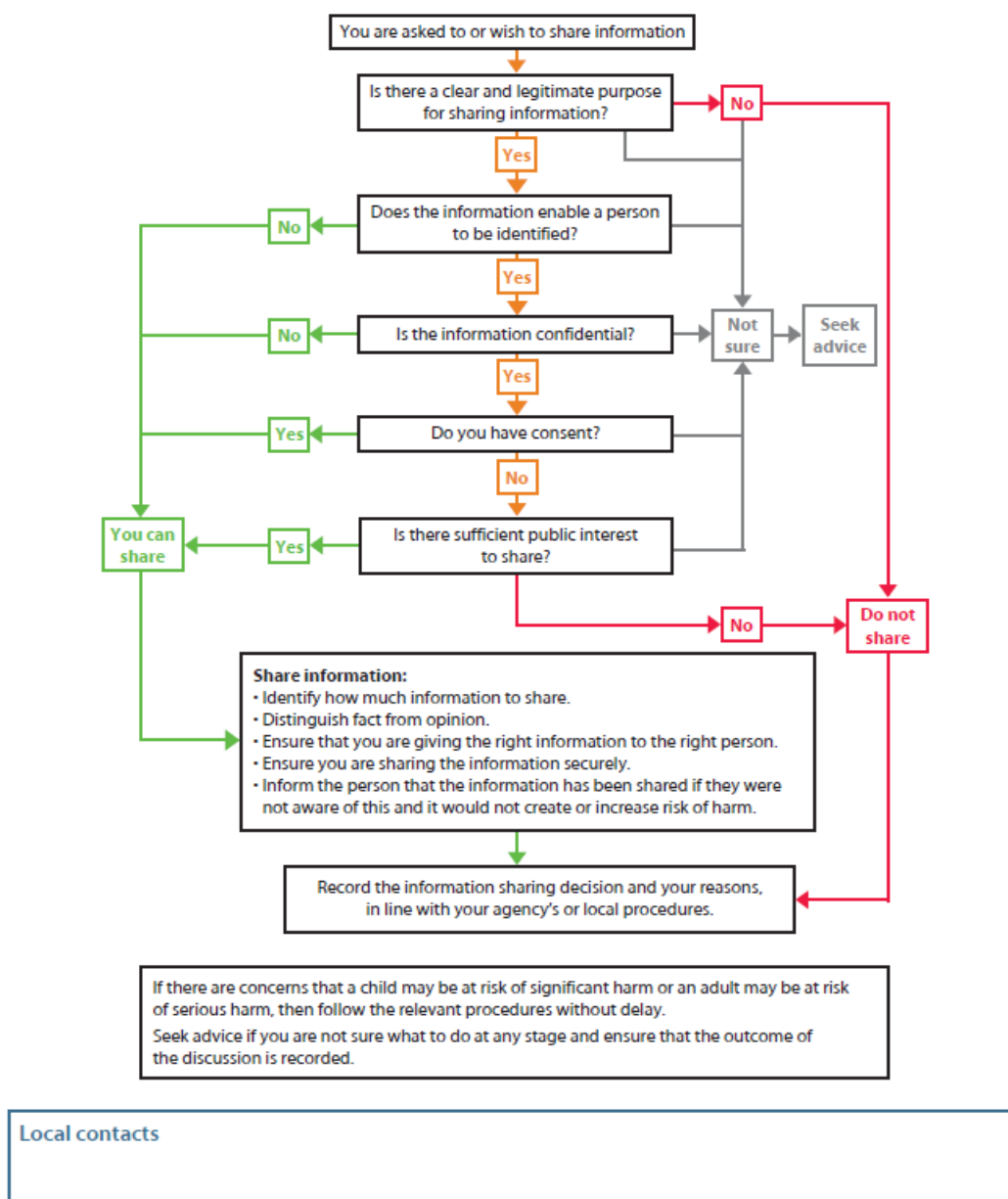
Seven golden rules for information sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers*.
Copies can be obtained from www.ecm.gov.uk/informationsharing

Flowchart of key questions for information sharing



Extract from HM Government *Information Sharing: Guidance for practitioners and managers*.
Copies can be obtained from www.ecm.gov.uk/informationsharing

Appendix 4

Specific safeguarding issues

29. 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:
- child missing from home or care
 - child missing from education
 - child sexual exploitation (CSE)
 - bullying including cyberbullying
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - preventing radicalisation
 - sexting
 - teenage relationship abuse
 - trafficking

Appendix 5**Receipt of Child Protection File**

IMPORTANT: The receiving school must return this section to the issuing school.

Name of Receiving School:

Issuing School:

School Name:

School Address:

Child's Name:

DOB:

I confirm receipt of the child protection files on the above named pupil:

Name:

Job Title:

Signature:

Date:

Appendix 6

Definitions of Abuse Working Together 2015

Physical – 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 – 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 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 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. It may involve serious bullying (including cyber 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 – 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 or watching sexual activities, or 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 and clothing, 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.