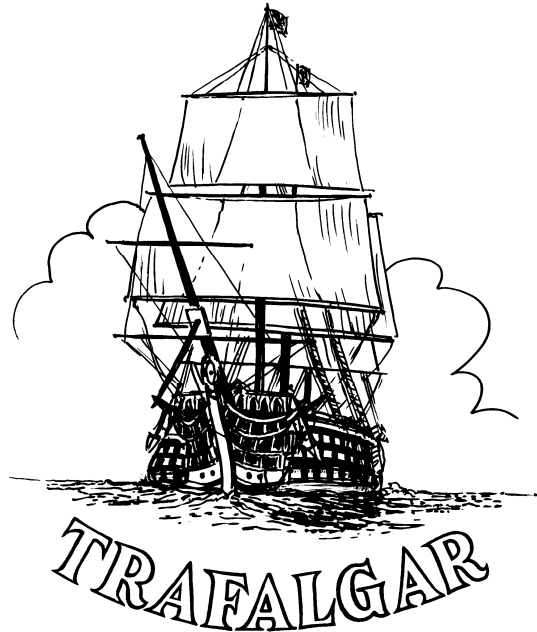


# Trafalgar Community Infant School



## Safeguarding in Schools Policy Document

January 2010

# Safeguarding Policy for Trafalgar Community Infant School 2010/2011

Head teacher : Mrs Lynne Wise

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2009/2010	Mrs Lynne Wise	Mrs Becky Wycherley	Mr Ken Vose	Mr Ken Vose

Policy review dates

Policy	Review Date	By whom
Acceptable use (Use of photographs and videos)	Annual	Staff and Business Manager
Admissions	Annual	LEA
Incident reporting	Annual	Head teacher
Anti-bullying	December 2011	Staff
Behaviour in work place	February 2011	Head teacher
Child protection	December 2011	Head teacher
Confidential reporting (whistle blowing) Complaints procedures Grievance Procedures	September 2010	Head teacher
Discipline and Behaviour	December 2011	Staff
Drugs and related incidents	March 2011	Staff
Educational visits	February 2011	Staff
Emergency Plan/procedures, including critical incidents (2 files- 1 confidential)	February 2011	Governors
Equal opportunities	June 2011	Staff

(Racial equality)		
Exclusion (Hard copy)	July 2010	Head teacher
Extended school	Annual	LEA
First Aid (Intimate care, Medical needs and accident reporting)	January 2012	Senior TA
Health and safety (School security)	January 2012	Governors
Inclusion (Use of force and restraint and staff allegations)	February 2010	Staff and Inclusion Manager
Managing sickness and absence	Annual	LEA
Photographic and video images	January 2012	Staff
PSHCE	May 2011	Staff
Safe recruitment and selection	September 2010	Head teacher
Staff handbook	February 2010	Head teacher and staff
Relationship education	June 2010	Staff
Staff induction (work placement)	February 2010	Head teacher
Volunteers in school	November 2011	Staff

#### Dates of Staff training and details of course title.

Whole school	Designated Senior person	Deputy Designated Senior Person
05/02/2010 Child protection (including Governors)  All Support staff are First Aid trained. 20/01/09 & 4/03/09 Positive Handling Strategies for some support staff.	20/01/09 Positive Handling Strategies 5/02/10 Child protection – refresher	4/03/09 Positive Handling Strategies 14/10/09 Education of looked after children 22 & 23/03/2010 Child protection 10/03/2010 Safeguarding

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*Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

## **INTRODUCTION**

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

‘Everyone working in or for our school service shares an objective to help keep our children safe by contributing to:

- providing a safe environment for children to learn and develop in our school setting, and
- identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting’

## **SCHOOL COMMITMENT**

Trafalgar Community Infant School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

# PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

## 1. Safer Recruitment and Selection

Trafalgar School pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks and for teachers GTC registration.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, **from January 2010 there will be a requirement for employees to be registered with the Independent Safeguarding Authority**
- The school is committed to keep an up to date single central record detailing a range of checks carried out on our staff.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate

Mrs Lynne Wise (Head teacher and Mr Ken Vose (School Governor) have undertaken the National College for School Leadership Safe Recruitment training ([www.ncsl.org.uk](http://www.ncsl.org.uk)). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

## 2. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question

- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **3. Safeguarding Information for pupils**

All pupils in Trafalgar school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use a range of P.S.H.C.E. materials to help pupils learn how to keep safe. (see Appendix 3):

### **4. Partnership with Parents**

Trafalgar School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Mrs Lynne Wise (Head teacher) or their child's class teacher.

We make parents aware of our policy through the school website, newsletters and school prospectus and parents are made aware that they can view this policy on request.

We are committed to ensuring the welfare and safety of all children in school. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

### **5. Partnerships with others**

Trafalgar School recognises that it is essential to establish positive and effective working

relationships with other agencies e.g. LA, Social Care, Police, Health, District Council, Childline in Partnership with schools, NSPCC, Surestart etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## **6. School Training and Staff Induction**

Mrs Lynne Wise (Head teacher), Mr Ken Vose (Governor) and Mrs Becky Wycherley (Deputy Head teacher) are the designated members of staff with responsibility for child protection and undertake appropriate child protection training and refresher training at 2 year intervals. In addition Mrs Lynne Wise undertakes training in inter-agency working that is provided by, or to standards agreed by West Sussex Local Safeguarding Children Board (LSCB). All other school staff, including non teaching staff, undertakes appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 year intervals.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

An annual review of policy and procedure is undertaken and reported in the Annual Governing Body report.

## **7. Support, Advice and Guidance for Staff**

Staff will be supported by the school, LA and professional associations. (See appendix 1 & 3.)

The designated senior person for Safeguarding/Child Protection will be supported by the designated Governor.

## **8. Related School Policies**

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

Acceptable use  
Admissions  
Accidents and incident reporting  
Anti-bullying  
Child protection  
Complaints procedures  
Confidential reporting (whistle blowing)  
Discipline and Behaviour  
Drugs and related incidents  
Educational visits  
Emergency Plan/procedures, including critical incidents

Equal opportunities (Racial equality)  
Exclusion  
Extended school  
Fairness and dignity at work  
First Aid (Intimate care and Medical needs)  
Health and safety (School security)  
ICT (Use of photographs and videos)  
Inclusion (Use of force and restraint and staff allegations)  
Managing sickness and absence  
PSHCE  
Safe recruitment and selection  
Staff handbook (Guidance on conduct)  
Relationship education  
Staff induction (work placement)  
Volunteers in school

## **Children Missing from Education**

The school follows the West Sussex LA procedures “Children Who May Be Missing/Lost from Education. Where children on roll at a school do not turn up, and the school has made the usual enquiries they should refer the case to the Education Social Work Team in the usual way. If the allocated worker can not locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Education Social Work Team that they can take the child of roll (normally after 4 weeks).

## **Confidentiality**

Trafalgar School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

## **9. Pupil Information**

Trafalgar School will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. (including annual data collection)

The school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details, in writing, of any persons authorised to collect the child from school (if different from above)

- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information by the Senior Member of Staff with Designated Responsibility for Child Protection, Mrs Lynne Wise.

## **10. Roles and Responsibilities**

### ***Our Governing Body will ensure that:***

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection;
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

### ***Our Headteacher will ensure that:***

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;

- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- 

***Senior Member of Staff with Designated Responsibility for Child Protection will:***

**Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support , advice and expertise within the educational establishment;
- liaise with Mrs Lynne Wise (Head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents and guardians are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

- where the parents inform school that they wish to 'parentally educate' their child, the Head teacher will inform the school Governors and West Sussex County Council, education Officer.

***All staff and volunteers will:***

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

## IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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** 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.

**Sexual Abuse** involves forcing or enticing 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 involve physical contact or they 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.

**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. 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.

**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 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

## **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follows the West Sussex Child Protection and Safeguarding Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection, Mrs Lynne Wise (Head teacher) or in her absence, Mrs Becky Wycherley (Deputy head teacher) prior to any discussion with parents.

### **1. Staff must immediately, objectively and confidentially report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

### **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

## **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### **3. Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately **OR**
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

#### **4. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

#### **5. Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' section of the confidential incidents file (File 19/19a) separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any

Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25<sup>th</sup> birthday.

## **6. Supporting the Child and Partnership with Parents**

- Trafalgar Community Infant School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

## **Allegations regarding person(s) working in or on behalf of school (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### **Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.



**Appendix 2**

**Referral Form to Social Services - Personal Details (Page 1)**

Surname:		First Name:	Title:
Preferred Name/Mode of Address:			
D.O.B.:		M/F/Unborn	
<u>Permanent Address</u>		<u>Temporary Address</u>	
Tel:		Tel:	
School attended:		Name of School Contact:	
First Language:		Interpreter Required?	
Ethnic Origin:		Religion:	
If Refugee/Asylum Seeker:			
Nationality:		Status:	
Any Risk to Professionals?			
Does the Child have any Special Needs?			
<u>G.P. (Inc. Telephone Number)</u>			

**FAMILY/OTHER MEMBERS OF THE HOUSEHOLD**

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

**OTHER PROFESSIONALS INVOLVED**

Name	Address & Telephone Number	Role

**Referral Form to Social Services - Personal Details (Page 2)**

<b>Surname:</b>	First Name(s):
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Subject aware of Referral	Responsible Adult aware
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Referred By:
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Designation:	Date & Time:
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Address:
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Telephone Number:
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<u>Reason for Referral:</u>
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<u>Current Issues:</u>
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(Continue on separate sheet if necessary)

## Appendix 3

### References

#### Websites

West Sussex Safer Recruiting policy <http://wsgfl.westsussex.gov.uk/schoolshrguide>  
West. Sussex Annual Safeguarding report.

<http://wsgfl.westsussex.gov.uk/ccm/content/school-office/plans-policies-and-procedures/child-protection/governors-safeguarding-children.en>

#### **Keeping Children Safe**

[www.ceop.gov.uk](http://www.ceop.gov.uk)

Bullying & child abuse

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Domestic Violence

[www.thehideout.co.uk](http://www.thehideout.co.uk)

Internet Safety

[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

Jenny's story

[www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

Safe Practice in Physical Education in Schools - Chapter 9 – ISBN 978-1-905540-54-9

#### Documents

##### **DCSF Documents**

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

Safeguarding Children and Safer Recruitment in Education (DfES 2006)

Working Together to Safeguard Children (DfES 2006)

What to do if you're worried a child is  
Being Abused

[www.everychildmatters.gov.uk/safeguarding](http://www.everychildmatters.gov.uk/safeguarding)

##### **School Documents**

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

Guidance for Staff facing an Allegation of Abuse

Definitions and Thresholds for Managing Allegations against School Staff

Managing the Aftermath of Unfounded and Unsubstantiated Allegations

##### **NEOST Guidance**

[www.lg-employers.gov.uk](http://www.lg-employers.gov.uk)

##### Training Materials

Whole School Safeguarding Training  
Safe Recruitment Training

[www.westsussex.gov.uk/lscb](http://www.westsussex.gov.uk/lscb)  
[www.ncsl.org.uk](http://www.ncsl.org.uk) for the online course

## Appendix 4

### School record files

All Safeguarding information including policies, records and staff information are kept securely in the school office.

#### Folder A (single central record)

CRB checks for all staff

#### Folder B

CRB checks for: Governors, Parent Teacher Association (Friends) Supply teachers, students and school club coordinators.

#### Folder C

CRB checks for Reading helpers and volunteer helpers

#### Folder D

All policies relating to safeguarding  
(These policies are also electronically stored)

#### Folder E

All other information, records, consent forms, risk assessments, racist incident reports etc.

#### Filing cabinet (Confidential)

All staff files including recruitment information, GTC membership and personal issues.

#### Filing cabinet (Confidential)

All children files

#### Folder 19/19a (Confidential)

**These files are kept securely in Head Teachers office.**

Child protection incidents and confidential incidents