



Child Protection Policy

The Stonehenge School fully recognises its responsibilities for child protection.

KEY SAFEGUARDING PERSONNEL			
Role	Name	Tel.	Email
Headteacher / Principal	Nigel Roper	01980 623407	admin@stonehenge.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Morven Fletcher	075000 80496	fletcherm@stonehenge.wilts.sch.uk
Deputy DSL (DDSL)	Nigel Roper	01980 623407	admin@stonehenge.wilts.sch.uk
Nominated Governor	Gillian Clarke	01980 623563	Michael.clarke21@virginmedia.com
Chair of Governors	Kelly Godwin	01980 761582	kellyjgodwin@outlook.com
Designated Teacher for Looked After Children	Morven Fletcher	075000 80496	fletcherm@stonehenge.wilts.sch.uk

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108
Out of hours: 0845 6070 888

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

Wiltshire Designated Officer For Allegations (DOFA):

01225 713945

Early Help Single Point of Entry:

01225 718230

Policy agreed (date):

Signed (include name and role):

Date of next review:

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This policy should be read alongside the following other school policies:

- E-safety policy available on the staff intranet and school website
- Behaviour

In addition all staff will have read and understood Part 1 of the latest version of *Keeping Children Safe in Education*, (KCSiE)..

What is safeguarding?

Safeguarding can be defined by promoting the health, safety and welfare of all pupils.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned;
- should always act in the best interest of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

1. Introduction

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2016*. All of this information can be found on the school intranet under 'Safeguarding'.

Schools should appoint a 'Nominated Governor' (or similar person on the proprietor body for academies/independent schools) to take leadership responsibility for the school's safeguarding arrangements.

The role of the Nominated Governor is outlined in Appendix 1.

Governing bodies should appoint a senior member of staff from the school's leadership team, to the role of Designated Safeguarding Lead. (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding.

During term time, the DSL and/or a deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

The role of the DSL is outlined in Appendix 2.

2. Safeguarding information for pupils

Pupils in our school may talk to:

- Mrs Fletcher
- Mrs Moore
- Mrs Doole
- Your Progress Leader
- Your Tutor

3. What constitutes child abuse and neglect?

All adults who work or volunteer with children should be able to identify concerns about child abuse.

The types of abuse are:

Main categories of abuse:	Specific safeguarding issues*: *For other specific safeguarding issues, please see <i>Keeping Children Safe in Education 2016</i> (p.12-13).
<ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect 	<ul style="list-style-type: none"> • Child Sexual Exploitation (CSE) • So-called 'honour based' violence, including Female Genital Mutilation (FGM) and Forced Marriage • Preventing radicalisation • Children missing education • Peer on peer abuse
<p>For more information, including indicators, please refer to Appendix 3</p>	

Child Sexual Exploitation (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status.
- It can involve violent, humiliating and degrading sexual assaults.
- In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.
- Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.
- CSE does not always involve physical contact and can happen online.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
- It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff must inform the DSL immediately if they suspect a girl is at risk of FGM.

Additional information for teachers: FGM Mandatory Reporting Duty

By law, teachers must report to the **police** any 'known' cases of FGM in under 18s.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' 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.

Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme or the MASH.

Children missing education

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteers becomes aware that a child is missing, or missing education, they need to report to the DSL immediately.

After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

Unauthorised absence procedures will be followed where a child or young person:

- has 10 days or more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected.

Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Allegations of abuse made against other children: peer on peer abuse

At The Stonehenge School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

- If there is a safeguarding concern the DSL should be informed, and will decide on any appropriate action.
- A record will be made in line with advice from the record keeping section of this policy.

Support will be offered to victims of peer or peer abuse. This could include counselling, ELSA support or referral to external agencies.

5. Procedure for staff to report a concern about a child

The Stonehenge School follows the procedure set out by the WSCB ‘What to do’ flowchart (in Appendix 4).

Where any adult in the school has a concern about a child they should:

1. **Report the concern** to the DSL or DDSL **immediately**. In their absence, staff members should speak directly to Children’s Social Care (by contacting the MASH – see contact details on the front page of this policy).

In some circumstances, the DSL or member of staff will seek advice from Children's Social Care by ringing the MASH to obtain advice.

It is *not* the responsibility of school staff to investigate safeguarding concerns or determine the truth of any disclosure or allegation. All staff and volunteers, however, have a duty to recognise concerns and inform the DSL immediately.

2. **Record the concern** by completing a WSCB 'Welfare and Child Protection concern form' (see Appendix 6) and hand it in to the DSL. The records must be signed and dated. The DSL should include outcomes and any agreed action that is to be taken.

The DSL / DDSL will then decide on the best course of action and consider a referral to the MASH or Early Help (see section 16 for more information for further information about Early Help).

Appendix 5 provides information about the actions taken by Children's Social Care when there are concerns about a child.

If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

6. Record keeping of child protection concerns

The school will:

- Keep clear written records of all child safeguarding and child protection concerns using the standard recording form, with a body map (see template in Appendix 6), including actions taken and outcomes as appropriate.
- Ensure all child safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept in a file under the child name (not family files), away from all the other records. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

For more information, please refer to the local authority's Record Keeping policy.

An overview sheet and a chronology forms are provided (see Appendix 6).

7. Responding to disclosures: guidance for staff

DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child what you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
 - **T**ell me
 - **E**xplain
 - **D**escribe
 - Or use the mirroring technique:
i.e. "*My dad hit me last night*"; respond by "*Your dad hit you last night?*"
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.

Once a child has made a disclosure they will be given the necessary support. This could include time out, return to class or working quietly in a safe place.

DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.

8. Sharing concerns with parents and carers

For more information, please refer to *Information Sharing –Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

The Stonehenge School is committed to work in partnership with parents and carers and in most situations it may be appropriate to discuss initial concerns with them.

However there will be some circumstances where the DSL will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

9. Managing allegations against adults

The Stonehenge School follows the procedure set out by the WSCB ‘Allegations against adults’ flowchart (in Appendix 7). The flowchart is based on [WSCB Allegations Management Policy](#).

Where anyone in the school has a concern about the behaviour of an adult who works or volunteer at the school, they must immediately consult the Headteacher (or Principal) who will refer to the Designated Officer For Allegations (DOFA):

Wiltshire Designated Officer For Allegations: 01225 713945

Any concern or allegation against the Headteacher / Principal will be reported to the Chair of Governors without informing the Headteacher / Principal.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

The Stonehenge School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.

If you have concerns about a colleague

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of a child is paramount.

If staff members have concerns about another staff member or volunteer than this should be reported immediately using the procedure described above.

10. Whistleblowing

Whilst the 'allegation management' procedure described above must be used when the behaviour of an adult causes a concern, all staff and volunteers should also feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime (or whistleblowing).

The whistleblowing policy can be found in the staff handbook.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with: Nigel Roper.

Where a staff member feels unable to raise an issue with Nigel Roper or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- A member of the governing body: Kelly Godwin (Chair of Governors)

11. Staff safeguarding training

The Stonehenge School should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be updated every 3 years as a minimum.

In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

12. Safer Recruitment

The Stonehenge School is committed to safeguarding and the welfare of children. Our recruitment process reflects this and all applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service

13. Safer working practice

All members of staff and volunteers should have read, signed and understood the school's Code of Conduct.

This policy should be read in conjunction with the Code of Conduct.

14. Photography and images

Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

Staff and volunteers *should*:

- Seek parental consent for photographs to be taken or published
- Only use school equipment
- Ensure that children are appropriately dressed

- Encourage children to tell us if they are worried about any photographs that are taken of them
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in an appropriate secure place in the school

Staff and volunteers *should not*:

- Take images in one to one situations
- Take images of pupils for their personal use

Consider making a statement related to school events where parents are taking photographs of children that these are to be for personal use only (these are not to be shared on social media for example).

For more information, please see the school's policy and/or Code of Conduct.

15. Early Help

At The Stonehenge School, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.

The [Revised Multi-Agency Thresholds for Safeguarding Children](#) (December 2014) document supports schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

Therefore the school will consider the following:

- Undertake an assessment of the need for early help;
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club;
- Refer to appropriate services e.g. CAMHS etc.

Early Help Single Point of Entry: 01225 718 230.

16. Children with Special Educational Needs or Disabilities (SEND)

The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators 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.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs.

Wiltshire Council provides targeted support services for children with SEND who need additional support:

SEND Service: 01225 757 985.

17. Welcoming other professionals

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity

badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge.

18. Off-site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements;
- the role and responsibility of each adult, whether employed or volunteers
- on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, e.g. none.

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate.

In an emergency the staff member in charge will contact the police and/or the MASH.

19. Exchange visits

As a school we will satisfy ourselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Any adult over 18 in a host family will be subject to DBS checks as per KCSIE guidance.

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSiE Annex E).

20. Policy review

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Appendix 1: The role of the Nominated Governor

Schools should appoint a Nominated Governor (NG) for safeguarding (or equivalent) to take leadership responsibility for the organisation's safeguarding arrangements.

This person's role is to ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the DSL and the Headteacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL and the Headteacher using the Wiltshire Council annual school safeguarding audit return and reporting back to Full Governing Body
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils.

Appendix 2: The role of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff, from the school leadership team, designated to take lead responsibility for:

- Managing all child protection issues (Headteacher/Principal leads on allegations against staff), including referring cases to the MASH, or to the Channel programme where there is a radicalisation concern
- Liaise with others within the school (Headteacher, Nominated Governor, staff and volunteers, parents)
- Support staff who make referrals to the MASH, or Channel programme
- Working in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board
- Undertake training
- Raise awareness of safeguarding, by regularly review the safeguarding policy and procedures, ensure availability to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Maintain and transfer safeguarding files.

Information sharing –internal process

Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.

For more information about the role of the DSL (and DDSL), please refer to Annex B of KCSiE 2016.

Appendix 3: Indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

Physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Specific safeguarding issues: *KCSiE 2016, Annex A* provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

Child Sexual Exploitation (CSE):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Female genital mutilation (FGM):

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation:

Extremism can take several forms, including Islamist extremism and far-right extremism.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with 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. Radicalisation of young people can be compared to grooming for sexual exploitation.

Early indicators may include:

- Vulnerability and social factors, such as:
 - family or local community tensions
 - low self-esteem
 - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.

Online safeguarding training (specific safeguarding issues):

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk
New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

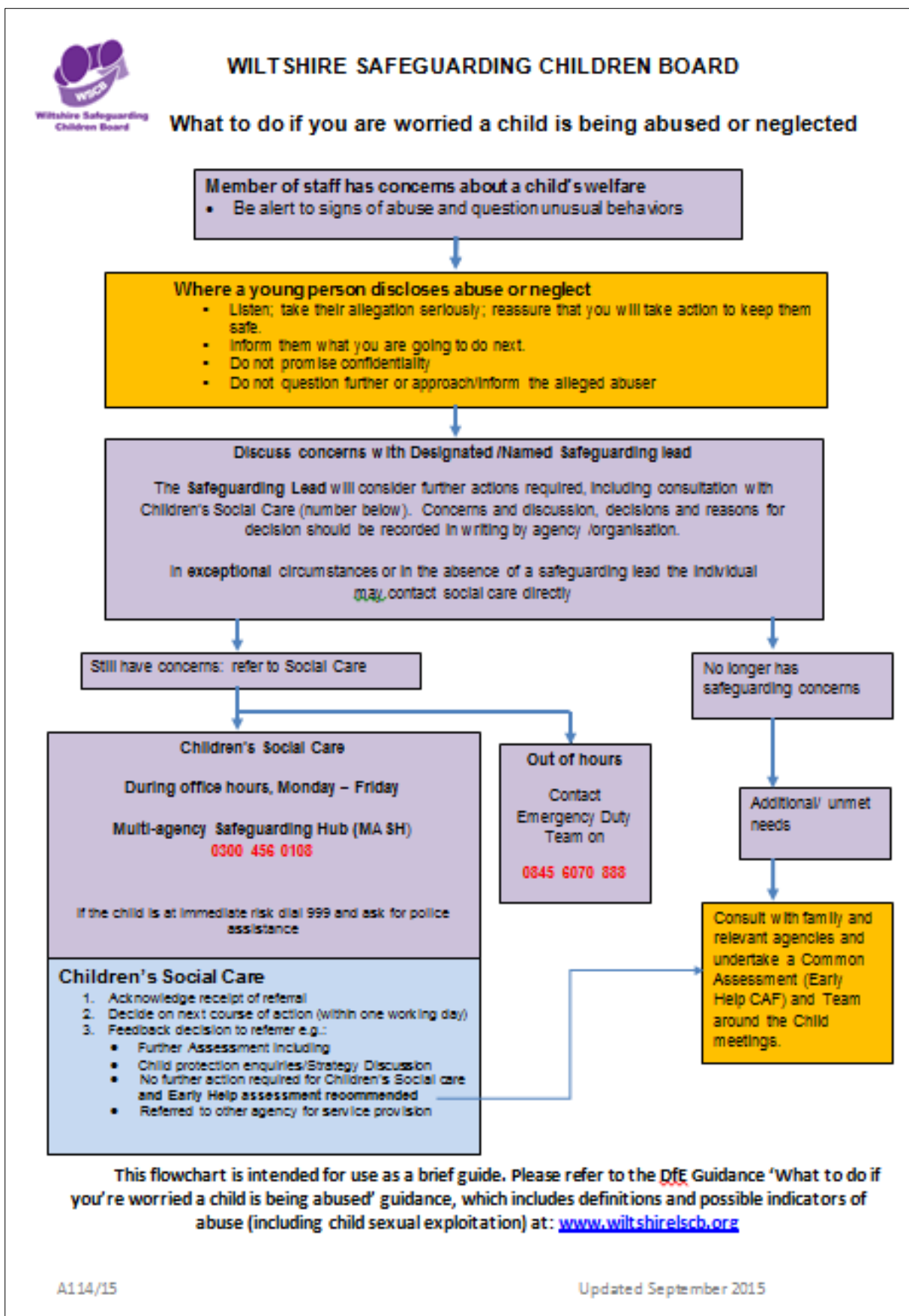
- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

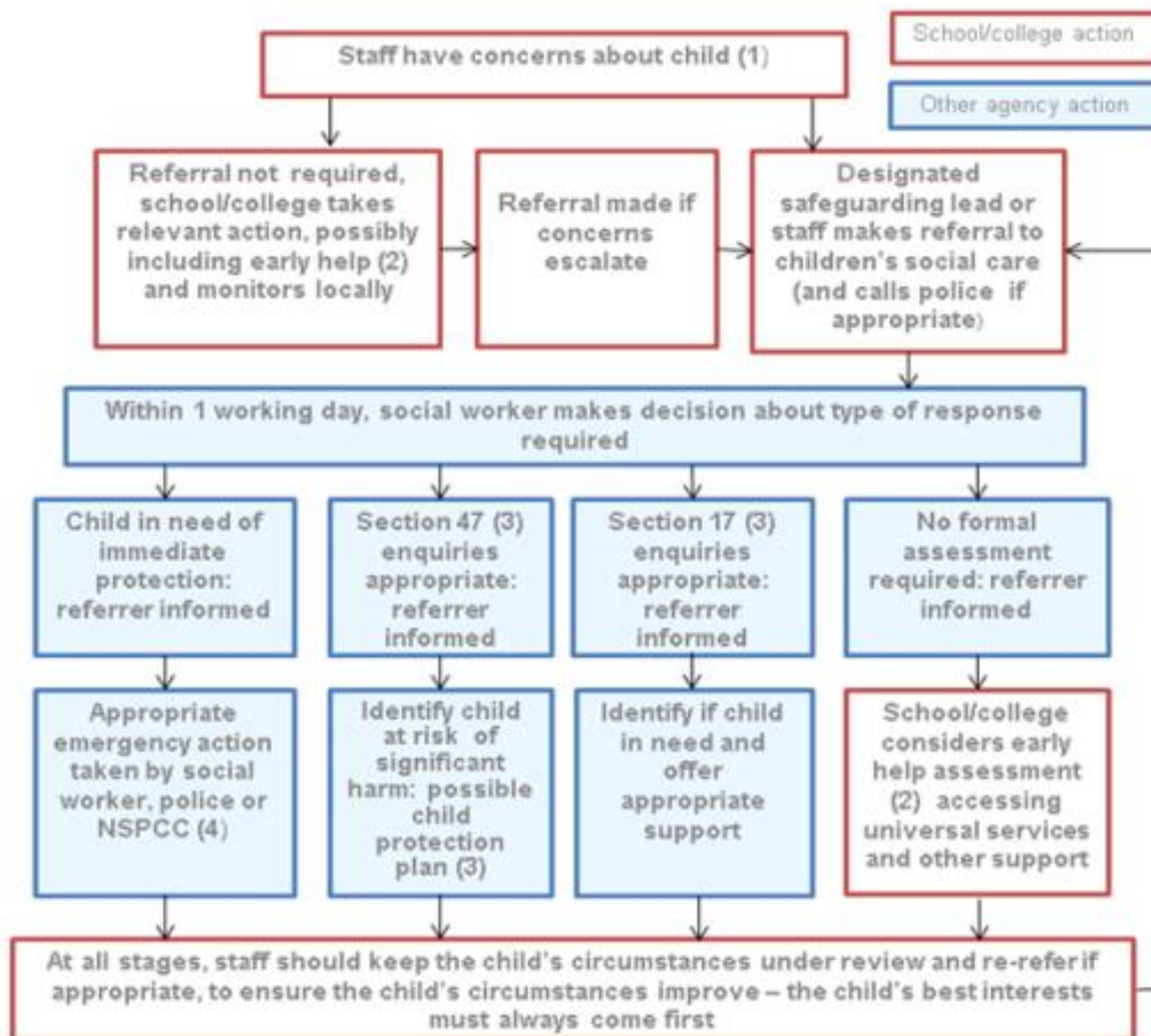
As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

Appendix 4: WSCB flowchart 'What to do if you're worried a child is being abuse/neglected'



Appendix 5: Actions where there are concerns about a child

Diagram below is an extract from KCSiE 2016, p.10:



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSiE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 6: WSCB Welfare and Child Protection concern form

Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the school's child protection policy. This record should be completed by the adult who first observed the concern and reported to the school Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection.

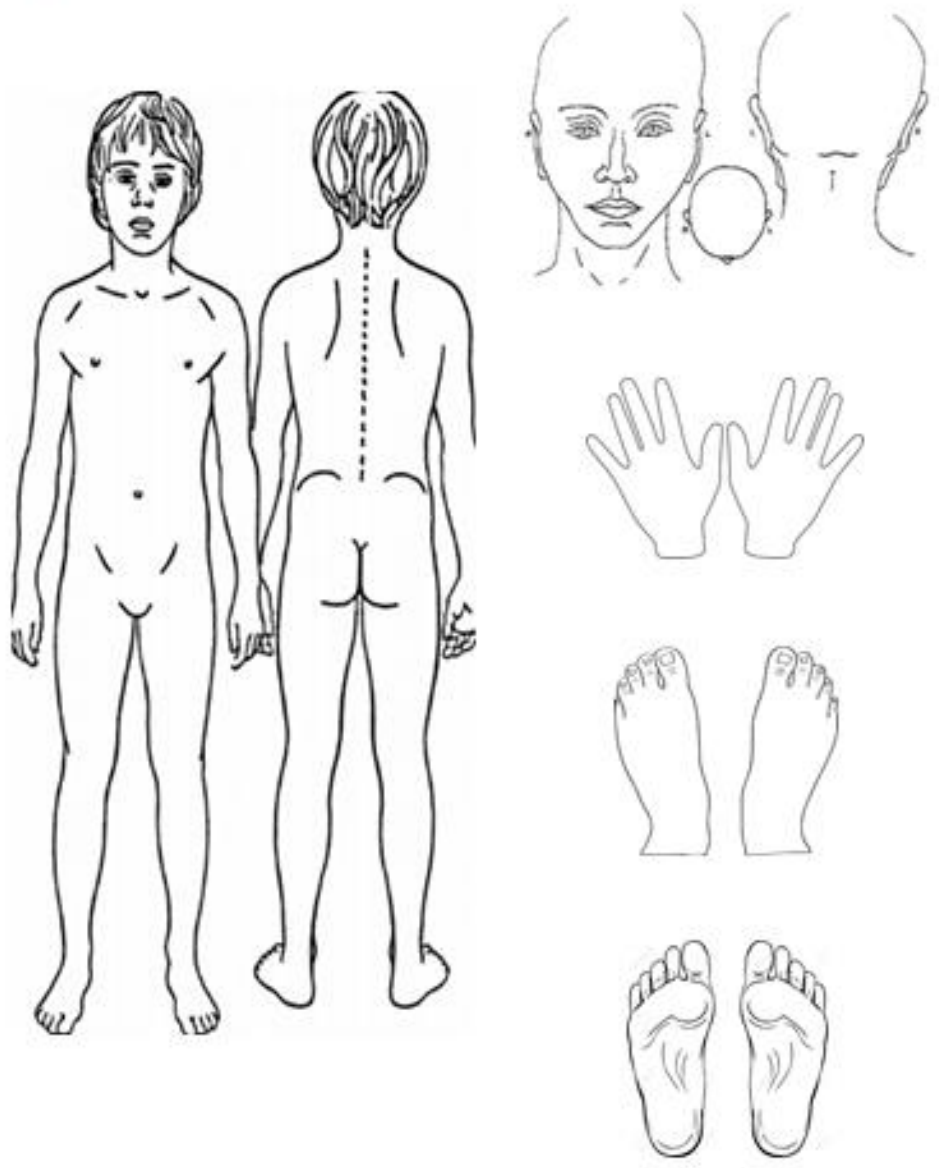
Please note that a new form is required for each new concern

Date of alleged incident/disclosure/concern		Date/time of report							
Name of child/ren		DOB							
Child's address									
Name of person making this record (PLEASE PRINT)		Role in school							
Signed as a true record		Date DD/MM/YY							
Nature of concern Attach additional sheet(s) if necessary (include observations, child's own words where possible; exact words must be used even if they offend) Please write legibly and do not use acronyms.									
Body map used:	Y N								
Any other relevant information (previous concern, other professionals involved/SCN details etc.)									
Current status with Early Help or Children's Social Care (please tick & add name where known)	None	CAF	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N
This section is to be completed by the school's Designated Safeguarding Lead (DSL)									
Name of DSL reviewing the concern								Date:	
Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).									
Further action taken Please also record whether concerns were shared with: • parents/carers • MASH and if not outline reason(s)								Date:	
Final outcome								Date:	

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Body Map to be completed by the person raising the concern or observing injuries			
PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES			
Date concern noted		Date/time of report	
Name of child		DOB	
Name of person making this record <small>(PLEASE PRINT)</small>		Role in school	
Signed as a true record		Date DD/MM/YY	



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SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Address _____

Other family members:
(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:

Chronology of concerns

Child's name:.....

Date of incident DD/MM/YY	Nature of concern	Was the concern discussed with parents? Y/N	Was the concern reported to the MASH? Y/N	Designated Safeguarding Lead signature	Concern sheet number

Appendix 7: WSCB flowchart 'Allegations against adults'

