



School Child Protection

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6.0	29/11/23	Lucy Ford	Annual Review updated to reflect KCSIE 2023 Policy Changes made throughout from child missing from education to child absent from education. Changes made to Pg 5 taken out pupil data shared face to face and added in pupil data shared via electronic systems. Pg 8 added line to ensure all staff training around IT equipment is current around IT policy. Pg 9 & 10 Abuse- amended to reflect abuse can be online and offline. Pg 13- Section added regarding Artificial Intelligence (AI). Pg 14 new bullet point added referring to concerns staff reporting and acting on.

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Introduction

These procedures should be read alongside the school's Safeguarding Policy.

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term "child" or "children" refers to anyone under the age of 18 years

Section 1 – Pupil Information

1.1 In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any 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), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details 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 subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes
- If the child is a Child Looked After (CLA)
- 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, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

1.2 Transfer of files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a trusted electronic system CPOMS and followed up with a phone call unless the child moves out of area, or to a school without access to the shared electronic system. If this is the case the file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The school may retain a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 2 - Roles and Responsibilities

2.1 Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- The school has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis
- The school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- The school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media
- Will ensure that the school has in place appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and

inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught

- a senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection
- The school has one or more deputy DSL’s who are trained to the same standard as the lead DSL
- Will ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum
- staff including the Head of Children’s Services undertake appropriate safeguarding training which is updated annually
- 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 of Children’s Services
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually
- will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (CLA)

2.2 Our Head of Children’s Services and Associate Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- 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 and procedures
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.

- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school

2.3 Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2023) will ensure that they:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care (Duty and Advice)
- Support staff who make referrals to Duty and Advice
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Support the Head to 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

Work with others

- Liaise with the Executive Director of People, Communication & Children's Services to inform them 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 of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer) 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 DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake in depth Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed 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

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- 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, especially new and part time staff has access to and understands the school's or college's child protection policy and procedures
- 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
- Ensure staff training is current around the use of IT equipment as in line with the IT Policy

Raise Awareness

- The DSL will ensure that 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 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

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference

2.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the School's policies and procedures

- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2021)
- attend annual whole school training and other appropriate training identified
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously

Section 3 – Child Protection Procedures

3.1

Definitions:

('Working Together' 2018 and 'Keeping Children Safe in Education' 2023)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; eg as in the context of domestic violence.

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health e.g. failure to receive, or misuse of prescribed medication; pressure sores; sensory deprivation; extreme exclusion diets or force feeding.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children or more rarely by a stranger including both online and offline abuse.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms or deliberately induces illness in a child.

Physical abuse may include:

- non-contact abuse such as threats of punishment or restraint.

- contact abuse which may range from actual bodily harm such as slapping or shaking through to force feeding.
- physical restraint such as tying up or chaining and deprivation of heat, clothing, food or medication, often for the theoretical management of behaviour difficulties.

In some instances, the perpetrators may believe that the regime is right for the child/young person or they may be misapplying programmes. Supervision of any behavioral programme by an appropriately qualified professional and preferably through an inter-disciplinary team is crucial. Although most disabled children and young people in the community will be known to such teams, residential placements frequently mean loss of contact and inadequate supervision in the child's new place of residence unless conscious efforts are made to ensure that such advice is available.

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 in so far as they meet the needs of another person.

It may include:

- not giving the child opportunities to express their views.
- deliberately silencing them.
- 'making fun' of what they say or how they communicate;
- humiliation (for example over problems relating to continuance of self-care skills).
- withdrawal from favourite activities such as leisure interests or activities with non-disabled children.
- inappropriate patterns of care such as lack of privacy for intimate care.
- the imposition of age or developmentally inappropriate expectations including interactions that are beyond the child's developmental capability.
- overprotection and limitation of exploration and learning.
- preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse 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.

Children and young people with disabilities may be exposed to the full range of risks experienced by any child these include both non-contact and contact abuse including:

- viewing or contributing to the production of pornographic photographs and videos or displays of sexual parts.

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- witnessing sexual activities. Children and young people with disabilities may not only find it harder to remove themselves from such passive activities, but their limited social experience may not immediately indicate the inappropriateness of the activities in question.
- being encouraged to behave in sexually inappropriate ways, or groomed in preparation for abuse (including via the internet);
- being touched inappropriately, masturbation, rape, buggery or oral sex. Unlike other children and young people many children and young people with disabilities may require personal care, which involves undressing and physical assistance from another person. Furthermore, intimate contact (including access to a child in various stages of undress) may be considered quite appropriate by other family members or professionals.
- because of poor personal and sex education, many children and young people may also be both unaware of the sexually explicit nature of some contacts and also lack the necessary vocabulary in order to communicate what has happened.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is 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 or shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision.
- ensure access to appropriate medical care or treatment.

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

Kirklees safeguarding children's partnership (KSCP) have developed in collaboration with a wide range of partners a toolkit with the aim of supporting anyone working with children, young people, parents and families to identify, assess and reduce child neglect

<https://www.kirkleessafeguardingchildren.co.uk/wp-content/uploads/2020/03/6.-Neglect-Practitioners-Toolkit.pdf>

Cultural Abuse may occur in conjunction with any of the other forms of abuse. False assumptions can be made about families not wanting practical help such as respite care or the provision offered may be culturally insensitive with poor communication, unsuitable diets and misunderstandings about any special health care needs.

Financial and Property Abuse could be the misappropriation or misuse of an individual's funds, benefits, savings, etc. or any other action that is against the person's best interest e.g.: theft of money, possessions, property or other material goods misuse of money fraud or extortion of material assets

Systems Abuse reflects a growing awareness that people with disabilities may be directly abused or

made more at risk of abuse because of the organisation of service systems which fail to take account of the special needs of disabled people. Clearly, children and young people living away from home will be at particular risk of such abuse. Some systems may fail disabled children/young people because of complacency about their safety and over confidence in goodwill rather than training and supervision for staff.

Multiple service providers can cause fragmentation in care, with little attention being given to the actual wishes and feelings of children.

Another factor in systems abuse may relate to the lack of independent visitors e.g. families, friends or appointees of the placing authority to make certain that the child/young person is well and happy and that there are no problems.

Equally, within an institutional setting abuse may become a collective activity where children/young people may be too frightened to complain. Such an abusive environment will be particularly damaging to young people whose own life experiences and self-esteem are very limited and who may have no coping strategies to whistleblow.

Honour- based abuse (including forced marriage)

School recognise that Honour-based abuse (HBA) encompasses incidents of crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our school have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the designated safeguarding lead who will follow the schools' safeguarding procedures.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic Abuse reformed from the Domestic Abuse Act 2021 which will introduce the statutory definitions of DA and recognizes children as victims of DA in their own right. See KCSIE 2023 Annex B.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Hollybank recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Hollybank will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour] policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Child on Child abuse (sexual violence and sexual harassment)

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms child on child abuse can take, which may involve all the above 4 categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and “sexting” is on the increase and should be positively dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with child-on-child abuse.

There is a zero-tolerance approach to abuse. All staff should recognise that children are capable of abusing their peers. Staff are reminded that child on child abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Staff becoming aware of child-on-child abuse will take appropriate action as detailed in section 4 of this policy and adhering to the guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised.

All staff follow the schools Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children 2018’ and the Kirklees Safeguarding Children Board guidance.

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 of the four main types of abuse are within the Safeguarding Policy.

All staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children absent from Education. Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Child on child abuse will not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Staff should be clear as to the school or college’s policy and procedures with regards to zero-tolerance child on child abuse on how to record, investigate and deal with and how to support the victim.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of 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 safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any

concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

3.2 Concerns that staff must act on immediately and 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 including peer on peer abuse
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of CSE
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse
- Repeat occasions and prolonged periods any child absent from education

3.3 Responding to disclosure

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

The Designated Safeguarding Lead will ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

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. using TED technique – 'Tell me, explain to me, Describe to me....'
- 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 designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- 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 who will be involved as appropriate
- record details including what the child has said, in the child's words on a 'Record of Concern'/Cause for Concern' form or on electronic system e.g. CPOMS and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

3.4 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether 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. Duty and Advice Team
- the child's wishes

Then decide:

- 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 Children's Social Care-Duty and Advice Team 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. Early Support Assessment - EHA) and/or make a referral to Children's Social Care- Duty and Advice Team

All information and actions taken including the reasons for any decisions made will be fully documented. All referrals to the Duty Advice Team will if requested be followed up in writing within 24 hours.

All referrals and records of conversations made to external agencies must be signed, dated and the time the conversation/call took place and must have an outcome.

3.5 Action following a child protection referral

The designated safeguarding lead 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 made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision and concerns remain with the child firstly
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the dispute resolution policy shown on the KCSB website
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Kirklees Duty and Advice team

3.6 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 state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the Head of Children's Services and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection,' and a receipt of this transfer will be retained. The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday.

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always complete Body Maps on CPOMS where parents signatures are required these are to be printed, signed and loaded back onto CPOMS and paper copy to be destroyed.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map should be used. Any concerns should be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

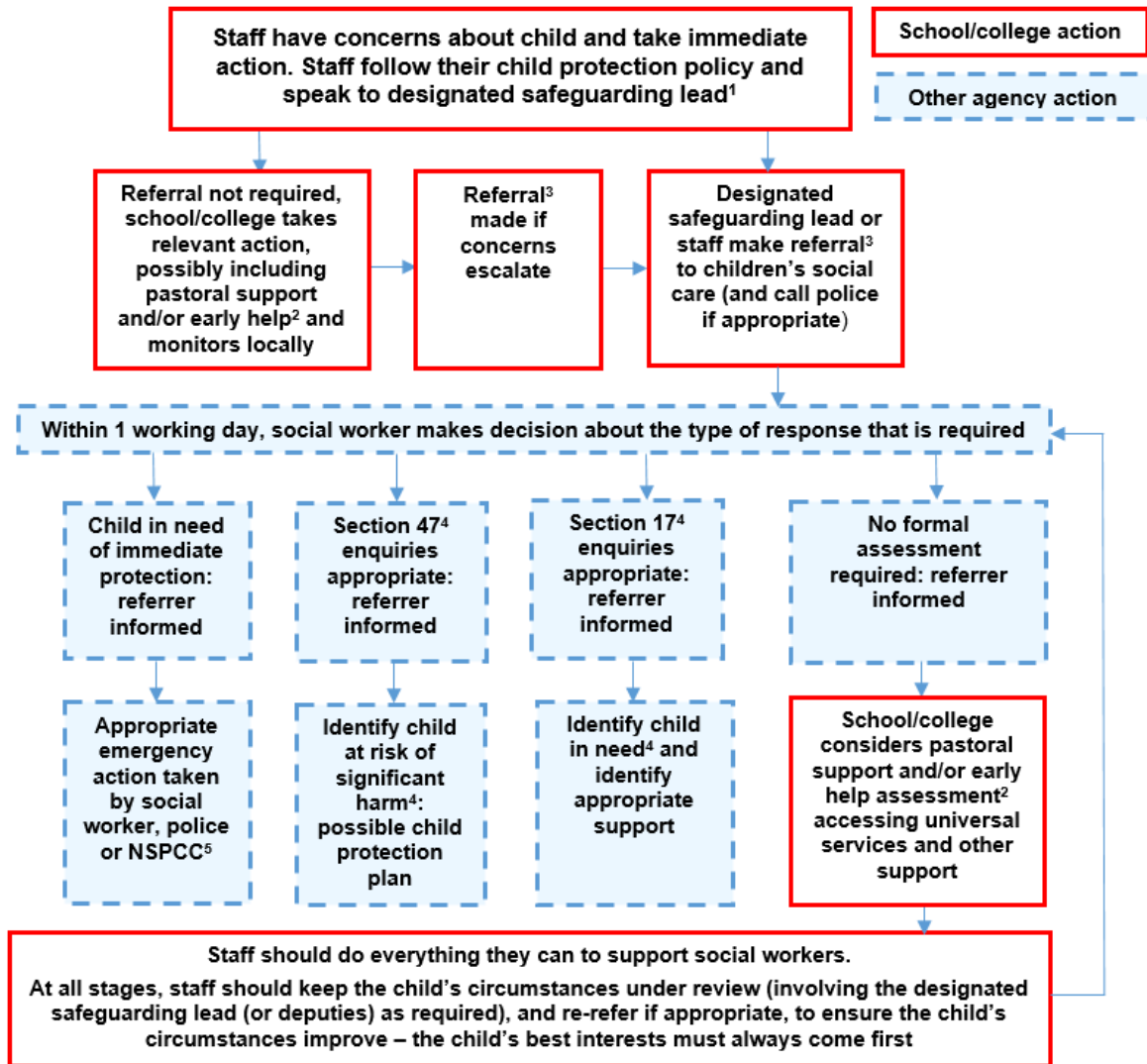
Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

Appendix 2

Actions where there are concerns about a child

School Child Protection



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).