

CARFAX

COLLEGE

Child Safeguarding Policy

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CONTENTS

INTRODUCTION.....	2
RECRUITMENT.....	3
VOLUNTEERS.....	3
VISITORS & CONTRACTORS.....	3
INDUCTION & TRAINING.....	3
RESPONSIBILITIES OF THE COMPANY.....	4
DESIGNATED MEMBER OF STAFF.....	5
DEALING WITH CONCERNS.....	6
IF YOU SUSPECT, OR ARE TOLD OF, ABUSE.....	8
ALLEGATIONS OF ABUSE WITHIN CARFAX.....	9
CHILD BEHAVIOUR.....	10
CONDUCT OF STAFF.....	10
CONFIDENTIALITY.....	12
IMPORTANT CONTACT DETAILS.....	12
APPENDIX A. WHAT IS CHILD ABUSE?	13
APPENDIX B. THRESHOLD OF NEEDS MATRIX.....	22
APPENDIX C. CHILD PROTECTION RECORDS.....	23

Note

This policy should be read in conjunction with the following:

Code of conduct

e-safety policy

Whistleblowing Policy

Anti-bullying Policy

Keeping Children Safe In Education (2018)

INTRODUCTION

Carfax Education ('Carfax' or 'the Company') fully recognizes its responsibilities for child protection, in line with the Education (Independent School Standards) Regulations and the statutory guidance, Keeping Children Safe in Education.

Safeguarding children is a responsibility shared by everyone, and therefore good safeguarding practice will be built into routine procedures and practice. Nowhere is this more important than in the recruitment and vetting of those who have contact with children.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best possible outcomes

The policy applies to all staff and others (e.g. self-employed Tutors, Host Families, etc.) working for Carfax.

There are five main elements to the policy:

1. Ensuring the practice of safe recruitment in checking the suitability of staff, tutors and volunteers to work with children
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
3. Procedures for identifying and reporting cases, or suspected cases, of abuse
4. Supporting pupils who have been abused
5. Establishing a safe environment in which children can learn and develop

Carfax recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

Carfax believes that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Definition of "child"

In the context of this document, and the policies and procedures which it describes, a "child" is taken to mean a person *under the age of eighteen*.

RECRUITMENT

In order to ensure that children are protected whilst at Carfax, staff and other workers must be carefully selected, screened, trained and supervised.

Carfax accepts its responsibility to follow the guidance set out in the Education (Independent School Standards) Regulations and the statutory guidance, Keeping Children Safe in Education; in particular:

- Before appointing someone, ensure that two references with particular mention of the applicant's suitability to work with children have been received.
- Ensuring safeguarding messages are contained in recruitment materials and adverts;
- All recruitment interviews contain questions or scenarios of safeguarding nature.
- Ensuring that there is at least one person on every recruitment panel who has Safer Recruitment training.
- Ensure that all adults with substantial access to children at Carfax are checked against the barred list before starting work, have a prohibition from teaching check and have an enhanced Criminal Records (DBS) check before, or as soon as practically possible after, starting work

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position at Carfax:

- Verification of identity and right to work in the UK (most simply by checking passport)
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references (where possible contacting the referee directly for confirmation of the candidate's suitability for work with children; and confirming trustworthiness of the referee, e.g. by checking that communication is via a trusted institution)
- Previous employment history will be examined and any gaps accounted for.
- A section 128 check for management positions
- Further checks on people who have lived outside the UK

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers at Carfax, in whatever capacity, will be given the same consideration as paid staff.

Where volunteers help on a one-off basis, they will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if volunteers are to be at Carfax regularly or over a longer period then they will be checked to ensure their suitability to work with children.

VISITORS & CONTRACTORS

Similarly, all visitors and contractors engaged to carry out work on the premises must, in the absence of all the checks listed above, be supervised by a member of staff or must visit or work outside of those hours when children are to be on the premises.

INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff will be asked to read the following:

- Section 1 of “Keeping Children Safe in Education, 2018”
- This Child Safeguarding Policy.
- Staff Code of Conduct
- Whistleblowing Policy
- E-safety
- Acceptable Use Policy
- Reasonable Force
- Missing Pupils Policy

In addition, new Host Families will be asked to read:

- Principles and Practice of Boarding
- Host Family Guidelines
- Care of Boarders who are unwell

All new members of staff will be required to complete OSCB Safeguarding and Prevent courses and also E-Safety training where possible.

All staff will receive regular “refresher” training, at least once every two years, which will incorporate instruction on any changes made to this policy.

Designated Safeguarding Leads and Deputy Designated Safeguarding Leads will receive appropriate training before taking up the role, and refresher training at regular intervals.

RESPONSIBILITIES OF THE COMPANY

In accordance with guidance issued by the Department for Education, Carfax undertakes to:

- Safeguard the welfare of children under Carfax’s care, through positive measures to address bullying of whatever nature, taking into account the fact that bullying can be aggravated by sexual or racial factors, disability or special educational needs.
- Ensure that there is a Designated Safeguarding Lead and that this person receives appropriate training and support for this role.
- Ensure that every member of staff, tutor, and any other regular visitor knows the name of the DSL responsible for child protection and their role.
- Ensure that every pupil knows the name of the DSL responsible for child protection and their role, and that this has been explained to them (usually at the point of enrolment) in a way that they understand (taking into account possible language difficulties).
- Ensure that pupils learn about safeguarding issues in language appropriate to their level of understanding, including but not necessarily limited to via induction processes and the PHSE curriculum.
- Ensure that all staff and other workers are aware of the child protection procedures.
- Ensure that all staff and other workers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Give parents an understanding of the responsibility placed on the Company and its staff for child protection.
- Act swiftly and make appropriate referrals whenever any suspicion of abuse is encountered.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure that all records are kept securely; separate from the main pupil file, and in locked locations.
- Share concerns with others who need to know, and assist in any referral process.

- Where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children, act swiftly and make appropriate referrals, immediately suspending the staff member in question where appropriate.
- Ensure that safe recruitment practices are always followed to ensure that all people who work for Carfax are suitable to work with children.
- Have due regard to the need to PREVENT people from being drawn into terrorism, by identifying children at risk of being drawn into terrorism and by challenging extremist ideas. (See “PREVENT” DUTY.)
- Maintain a culture of awareness that “it could happen here”.
- Be aware of and follow procedures and best practices laid down by Oxfordshire Child Safeguarding Board and other relevant authorities.
- Carry out annual reviews of child protection policies and procedures and make them available to parents through the website.

THE SAFEGUARDING TEAM

The College Safeguarding Team is:

	Name	Contact Details
Designated Safeguarding Lead	Victoria Jefferson	v.jefferson@carfax-oxford.com
Additional Safeguarding Leads	Vitalija Abare, Hannah Scaife	h.scaife@carfax-education.com; h.scaife@carfax-education.com
Principal	Victoria Jefferson	v.jefferson@carfax-oxford.com
Representative of the Proprietor	Mathew Goldie-Scott	m.goldie-scot@carfax-education.com
Local Authority Designated Officers (LADO)	Alison Beasley	01865 825 956 or 07833436649
	Donna Crozier	01865 816 382 or 07901331799
	Sandra Pasquet	01865 323 457 or 07785453264

The Safeguarding Lead’s responsibilities are as follows:

- Ensure that a proper child safeguarding policy is in place and procedures are properly followed.
- Ensure that this policy is updated and reviewed annually.
- Act as a source of advice, support, and expertise on child safeguarding matters within Carfax.
- Liaise with other agencies (in particular Child Protection Services) and build good working relationships with colleagues from these agencies.
- Ensure that all those working for Carfax, as well as regular visitors, are aware of and can readily access this policy.
- Liaise with the Company’s Senior Management to inform him of any issues and on-going investigations and ensure there is always cover for the role.

- Keep detailed and accurate written records of referrals/concerns, and ensure that these are held in a secure place, away from the main pupil files.
- Ensure that parents are aware of the child protection policy in order to alert them to the fact that Carfax may need to make referrals.
- When children leave Carfax, ensure that any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the Safeguarding Lead for child protection.
- Fulfil the broad areas of responsibility for the DSL as set out in Annex B in KCSIE including managing referrals, training and raising awareness, as well as being up to date with OSCB's approach to Prevent duties.
- Ensure parents and prospective parents are able to see copies of the College's Safeguarding Policy, which alerts them to the fact that referrals may be made to outside agencies without necessarily requiring their consent.
- Ensure any work placements or other external agencies, e.g. community service organisations, and work experience meet regulations in terms of DBS checks and awareness of the College safeguarding policy.
- Provide advice to staff organising an activity which uses outside agencies off site.

DEALING WITH CONCERNS

Carfax recognizes that because of frequent contact with children, staff and other workers are well placed to observe the outward signs of abuse. (*See Appendix A: What is child abuse?*) Carfax therefore undertakes to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know there are adults in Carfax who they can approach if they are worried.

If staff members have concerns about a child (as opposed to immediate danger) they should speak to the Designated Safeguarding Lead to decided what action should be taken. Referral to the appropriate specialist service or Early Help referral may then be made. The relevant contact numbers are set out in the table below.

Referrals to Early Help should be made in accordance with the referral threshold set by the OSCB. Threshold document can be found at http://www.oscb.org.uk/wp-content/uploads/Oxfordshire_Threshold_of_Needs-2019.pdf

If after a referral a child's situation does not appear to be improving the DSL should press for a reconsideration to ensure that the child's situation improves.

If Early Help is appropriate then the DSL should support in liaising with agencies and setting up assessment, as appropriate.

If staff, during their work in the profession, discovers that an act of Female Genital Mutilation has occurred then they must immediately report this to the police.

Safeguarding Concern	Organisation	Contact Name	Number
Staff Allegation	LADO	Sandra	07901 331799
Non-immediate concern	LCSS	Dolce	07919298267
Immediate concern	MASH	Ask for Oxfordshire Branch	0345 050 7666

Child Sexual Exploitation	Kingfisher Team	Louisa Sexton	01865 309196
FGM	Police	n/a	101 or 999
Terrorism	Prevent	Jonathan Stanley	07800703363
Bullying	Anti-bullying coordinator	Jo Brown	Jo.brown@oxfordshire.gov.uk
Early Help and Channel	First Response Team	Central	0345 241 2705

IF YOU SUSPECT, OR ARE TOLD OF, ABUSE

All staff should know what to do if they suspect that a child has been or is being abused. Appendix A sets out a working definition of “abuse” and staff should have good awareness of what to look out for.

It is a requirement for *all* staff regardless of their position to report any concerns, allegations or risks of harm to the safeguarding lead. If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy, this will be viewed as misconduct, and appropriate action will be taken.

If staff have concerns about a child but the Safeguarding Lead is not sure whether a formal referral should be made (as this immediately puts the case into a formal investigation) the Safeguarding Lead can call the Assessment Team and have a, ‘no-names consultation’. This means talking through the case through with a social worker, without giving the name of the child or family. Following the consultation, the social worker will advise about whether a referral is needed.

All staff who notice bruising or other injuries to a child, or who have other cause to suspect abuse or neglect for which no satisfactory account is given, must immediately inform the Safeguarding Lead who will, straight away, telephone the Social Services at the appropriate Area Office (contacts for Oxford are at the end of this policy), making it clear that a possible case of child abuse is being reported. Outside office hours there is an emergency duty team on call. Failing that, the police can be contacted.

The referral must always be *confirmed in writing within 48 hours*. Social Services should acknowledge the written referral within one working day of receiving it, so if there has been no reply within 3 working days, it is necessary to contact Social Services again.

If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

If in exceptional circumstances, the designated safeguarding lead or deputies are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The following key points give some guidance on what to do and what not to do:

- Be vigilant for risk indicators which may indicate child abuse or neglect.
- Do not be afraid to ask a pupil about something you have noticed that is causing you concern.
- If you are at all concerned in any way that a pupil may be suffering from abuse or neglect, do not hesitate to discuss your concerns with the Safeguarding Lead.
- Always stop and listen *straight away* to someone who wants to tell you about incidents or suspicions of abuse.
- Where possible, make written notes of what you have observed or been told. If you are speaking to a child, it is better to wait and make notes *immediately* following the conversation, in order to avoid the possibility of undermining the child’s trust. Sign, date and keep your original notes (as these are admissible in court as a witness statement).
- Do not give a guarantee that you will keep what is said confidential or secret. Explain that you will need to get help with this problem and explain who you will inform about it. Being open and honest about your actions with a pupil who is suffering abuse may enable the pupil to feel they can continue to trust you.
- Do not ask leading questions (e.g. "did he do X to you?"); just ask "what do you want to tell me?" or "is there anything else you want to say?". It is important to allow the child to talk and not to interrupt. Limit questioning to the “WH” questions ; What happened?, When did it happen?, Who did it?, Where were

you?. Remember **T.E.D**: **T**ell me, **E**xplain to me, **D**escribe to me. Report immediately to the Safeguarding Lead. Do not discuss the information with anyone else at work or outside work. Confidentiality in child protection cases is paramount.

Never assume that abuse is unlikely or impossible, or that an accusation against someone you know well and trust is bound to be wrong.

ALLEGATIONS OF ABUSE WITHIN CARFAX

If staff members have concerns about another staff member then this must be referred to the Principal. Where there are concerns about the Principal this must be reported to the representative of the Proprietor.

Where there is an allegation of abuse occurring within Carfax and, where appropriate, parents/carers of a child involved should be:

- Informed of the allegation (providing this does not impede the enquiry, disciplinary or investigative processes)
- Kept informed of progress
- Told of the outcome where no criminal prosecution

Children and their parents/carers should:

- Be helped to understand processes
- Told the result of enquiry/disciplinary process
- Helped where necessary to understand outcomes

The accused person should be:

- Treated fairly and honestly
- Kept informed of progress and given appropriate support during the case
- Kept informed about workplace developments if suspended
- Advised to contact a professional association at the outset

Refer to Social Services if there is any doubt about the above.

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered.

If there is to be no criminal investigation/prosecution, then Carfax will consider what further action is required. This may involve formal disciplinary action, further investigation, or other non-disciplinary action.

Disciplinary action may result in options ranging from no further action to summary dismissal or, in the case of contractors, deciding not to use the person's services in future.

The college has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where the harm test is satisfied in respect of that individual.

If an individual is dismissed, transferred (perhaps to another role), or where they have resigned when they would have been so dismissed or transferred if they had not left, because of a concern that they might have caused or attempted to cause or incite harm to a child or put a child at risk of harm, then this must, without fail, be referred to the DBS.

Schools and sixth form colleges must also consider whether a referral to the Secretary of State is appropriate - see paragraph. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement.

Records should be kept of all non-malicious incidents. The following definitions should be used when determining the outcome of allegation investigations:

Definitions for allegations	
Substantiated	There is sufficient evidence to prove the allegation
Malicious	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
False	There is sufficient evidence to disprove the allegation.
Unsubstantiated	There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
Unfounded	To reflect cases where there is no evidence or proper basis which supports the allegation being made.

CHILD BEHAVIOUR

Children who are abused or witness abuse may exhibit challenging and defiant behaviour or may be withdrawn. Carfax will endeavour to support such pupils through ensuring that they know what behaviour is considered unacceptable but also that they are not to be blamed for any abuse which has occurred. Each case will be considered individually, and any possible effects on the wellbeing of other pupils will also be taken into account.

This policy should be read in conjunction with Carfax's policy on promoting good behaviour. Carfax will also liaise as necessary with other agencies that can support the pupil such as Children's Services, Child and Adolescent Mental Health Service, etc.

CONDUCT OF STAFF

The Company has a duty to ensure that professional behaviour is maintained in relationships between staff and children, and that all members of staff and tutors have a clear understanding of what constitutes appropriate behaviour in a professional context.

All staff and tutors should be aware of the risks inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving and receiving gifts to/from children and parents
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils outside professional duties.

“PREVENT” DUTY

All staff should be aware of the risk of children being drawn into terrorism, and should notify the Designated Safeguarding Lead immediately if they have any concerns on this front.

Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

The Prevent strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

The most significant kind of terrorist threat to the UK is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida or ISIS associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

Islamist extremists regard Western intervention in Muslim-majority countries as a ‘war with Islam’, creating a narrative of ‘them’ and ‘us’. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.

The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

Host families and staff should look out for possible indicators of extremism and radicalisation are:

- Withdrawal from usual activities
- Feelings of anger, grievance or injustice
- Truancy/going missing from School or care
- Expressing ‘them and us’ thinking
- Use of inappropriate language
- Advocating violent actions and means
- Possession of violent extremist literature
- The expression of extremist views
- Association with known extremists
- Seeking to recruit others to an extremist ideology.

Reporting a concern: Staff and host families should report any concerns they may have about a pupil to the Safeguarding Leads. Safeguarding leads should then report any concerns to the Oxfordshire Multi-Agency Safeguarding Hub (MASH) on 0345 050 7666.

Carfax fulfils its duty to the Prevent Agenda through safeguarding, PSHCE programme, and curriculum support for the fundamental British values of democracy, the rule of law, individual liberty and mutual tolerance and respect of those with different faiths and beliefs.

CONFIDENTIALITY

Carfax, and all members of staff and tutors, will ensure that all data about pupils is handled in accordance with the requirements of the law and any national and local guidance including Oxfordshire Child Safeguarding Board and the requirements of the Global Data Protection Requirement 2018.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who have a reasonable need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

SUPPORT AVAILABLE TO PUPILS

Pupils can find information regarding safeguarding on the safeguarding noticeboard on the first floor of Hythe Bridge St. Every pupil has a personal tutor whom they can contact via their College email with any concerns.

Pupils are taught about how to keep themselves safe, including e-safety, through the PSHE curriculum and other curriculum opportunities. In addition, pupils are made aware that if they have a concern about any issue, the normal first point of call will be their Personal Tutor.

All staff have a responsibility for nurturing a climate of mutual respect and tolerance and there is a whole support structure at School to help pupils, so that they do not feel restricted and are able to share problems with someone they trust.

Other Contacts	Organisation	Number
	Childline	0845 790 9090
	NSPCC	0800 800 5000
	Samaritans	0845 790 9090

APPENDIX A. SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children. There are four categories of abuse. It is often the case that more than one category is present at the same time. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Usually when abuse happens, children show changes in behaviour or physical signs, and quite often become withdrawn to some degree. However, this is not always the case. It is important to remember that the abuser is likely to make sure that the child has a story to tell in order to cover up the abuse, and children who are afraid will try not to raise any suspicions.

There are nine main forms of abuse:

1) Physical abuse

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

Signs: multiple bruises in clusters, often on the upper arm or the thigh (and other non-extremities or unusual places), cigarette burns, human bite marks, broken bones, scalds, scalds, with upward splash marks, multiple burns with a clearly demarcated edge.

Changes in behaviour may involve fear of parents/adults being approached for an explanation, aggressive behaviour or severe temper outbursts, flinching when approached or touched, reluctance to get changed, for example in hot weather, depression, withdrawn behaviour, running away from home.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

2) Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate;
- expectations inappropriate to their age or stage of development 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;
- seeing or hearing the ill-treatment of another;
- serious peer on peer bullying (including cyber bullying), causing children frequently to feel frightened or in danger,

- the exploitation or corruption of children.

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalized or away from their parents' care.

Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down, or belittled. They may receive little or no love, affection, or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

3) Sexual abuse

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. Such activities need not involve contact and may include, for example, involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

It is important to be aware of the possibility of **Child Sexual Exploitation (CSE)**. CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years old, including 16 and 17 years old who can legally consent to have sex;
- can still be abused even when the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social medias for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

Host families and welfare staff should be aware of the following warning signs:

- 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 do not take part in education

Anyone who notices any of these warning signs should discuss their concerns with the DSL who then has a duty to report any reasonable suspicion to the Kingfisher Team on 01865 309106.

4) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- unresponsiveness to a child's basic emotional needs.

Neglect can be a difficult form of abuse to recognise, yet can have some of the most lasting and damaging effects on children.

5) Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Contact the Forced Marriage Unit (FMU) if you are trying to stop a forced marriage or you need help leaving a marriage you have been forced into.

Forced Marriage Unit

fmu@fco.gov.uk

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500 (ask for the Global Response Centre)

Call 999 in an emergency. A trained professional will give free advice on what to do next. They can help to find a safe place to stay and stop a UK visa if the person has been forced to sponsor someone.

6) Child drug exploitation

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years; • can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range.
- Both males and females being exploited.
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.
- Class A drug users being targeted so that gangs can take over their homes (known as ‘cuckooing’).

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person’s vulnerability include:

- Having prior experience of neglect, physical and/ or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);

- Social isolation or social difficulties;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other people involved in gangs;
- Having a physical or learning disability;
- Having mental health or substance misuse issues;
- Being in care (particularly those in residential care and those with interrupted care histories).

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

If you are concerned, please speak with the designated safeguarding lead as s/he has the responsibility for linking in with your local authority's social care services. If you are not satisfied with the local authority's response, you should follow up your concerns by discussing these with your safeguarding lead.

If you are worried that a vulnerable person is at immediate risk of harm you should also contact your local public protection or, in the case of a child, local children's protection officer.

If you are a first responder, you should also refer any young person you suspect of being a potential victim of trafficking to the National Referral Mechanism (NRM). NSPCC and Childline also offer sources of support for young people. Mind is a source of help for those suffering with mental health issues.

If you believe a person is in immediate risk of harm, you should contact the police.

7) Anti-modern slavery

Modern slavery is a complex crime that takes a number of different forms. It encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment. Victims may be sexually exploited, forced to work for little or no pay or forced to commit criminal activities against their will. Victims

are often pressured into debt bondage and are likely to be fearful of those who exploit them, who will often threaten and abuse victims and their families. All of these factors make it very difficult for victims to escape.

8) Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

All staff and host families should be aware of the range of potential indicators that a child may be at risk of HBV:

a female child is born to a woman who has undergone FGM;

- a female child has an older sibling or cousin who has undergone FGM;
- a female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM);
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a tutor or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl's Red book; and/or

- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials
- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
 - a mother/family member discloses that female child has had FGM;
 - a family/child is already known to social services in relation to other safeguarding issues;
 - a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
 - a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
 - a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
 - a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
 - a girl or woman has frequent urinary, menstrual or stomach problems;
 - a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
 - there are prolonged or repeated absences from school or college
 - increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
 - a girl or woman is reluctant to undergo any medical examinations;
 - a girl or woman asks for help, but is not be explicit about the problem; and/or
 - a girl talks about pain or discomfort between her legs.

Reporting Duties:

Staff are responsible for reporting any instances of FGM or risk of FGM.

If they believe the child is at risk staff should follow College procedure and speak to the DSL who will report it to MASH.

If the child is at immediate risk of harm they should call 101 or 999, depending on the level of risk.

Where FGM has taken place, all staff should report the incident directly to the police on 101.

9) Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate

support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; and • sexual exploitation; coercion and threats
- The response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

10) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. In Oxfordshire, rough sleeping can be reported to:

OxSPOT on 01865 243229 or via email Outreach.Oxford@mungos.org.

Concerns should be raised at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

11) Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

12) Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

The cross-government definition of domestic violence and abuse is:

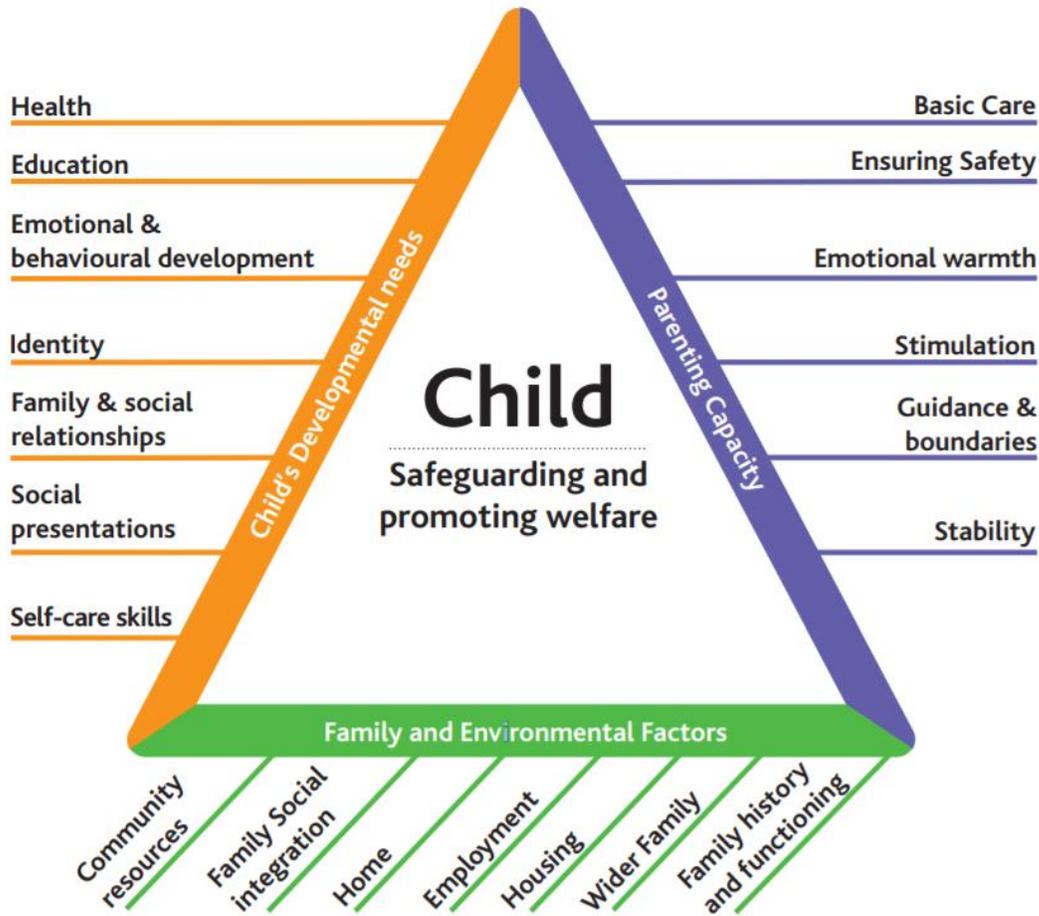
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional.

NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse

N.B. These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important, too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

APPENDIX B. THRESHOLD OF NEEDS MATRIX

The assessment triangle below explains different areas which are important to children’s development and well-being. If there is a concern in any of these areas, this should be reported to the Designated Safeguarding Lead. Children’s needs should be assessed in the three domains: child’s developmental needs, parental capacity, family and environmental factors.



APPENDIX C. CHILD PROTECTION RECORDS

This section provides guidance on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

1. What kind of information should be recorded?

Any member of staff who has a concern about a child should email the DSL. The email should be saved in Sharepoint in the pupil's secure welfare folder.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made then a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small.

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on these forms, including any consultation that has been carried out with any other professionals.

2. How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand-written, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g. as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed: o Names, o Dates, o Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g. "Zach, the lunch supervisor, informed me that..." Or 'I saw John in the common room at break time...'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Principal and she said she would...')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, but write the information in full (School Action Plus)

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

3. Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

4. What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no FE place identified, the file should be retained at the school until the child's 24th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

The following form, copies onto school headed paper can be used to prove that a CP file has been passed on and accepted by the new setting:

School name:

Child's name:

Date:

Person transferring file:

By signing this form, I am confirming that I have received the safeguarding/CP file for the above-named person who is now on role at our setting.

Print name:

Signature:

Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept on a confidential file until the person's normal retirement age or 10 years from the date of the allegation, if that is longer.

5. Sharing Information with other Schools/Agencies.

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent separately to the school file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school, the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home, the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

- Monitor the child and record observations as factually as possible.
- A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.