

# *Griffin Primary School*



## **Child Protection Policy**

**2016**



Document ID 13/09/2016  
Griffin Child Protection Policy  
Printed copies are not a controlled document

This child protection policy was written in September 2016

Review date: annually after this date unless legislation requires earlier review

Please note:

This Child Protection Policies should be read in conjunction with HSCB guidelines and procedures.

Griffin Primary School has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

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The person with lead responsibility for safeguarding within the organisation is: Mrs Janet Adamson. Mrs Juliette Garmston will undertake these duties in her absence.

In the last year, the lead for safeguarding has completed additional training to fulfil this role as follows:

Safeguarding Co-ordinator Groups

e-Safety Conferences

PREVENT Radicalisation

All staff and volunteers are made aware of this policy and the process for reporting concerns. Individuals receive the policy as part of an induction process and are expected to read and sign to verify that they have read and understood it.

Griffin Primary School will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per the School Safeguarding Policy
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments as informed by the local safeguarding board.
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure through regular training and updates when required.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training

- Ensuring that the school has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this;
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about;
- Giving children, young people, parents and carers information about what the school does and what you can expect from them.

This policy should also be read alongside the other relevant school policies e.g.

- Health & Safety Policy, Risk Assessments
- Safeguarding Children Policy
- E-safety Policy
- Complaints Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Handbook
- Confidentiality & Information Sharing Protocol
- Anti Bullying

- Whistle Blowing
- Physical Intervention
- Attendance policy
- Behaviour policy
- Looked After Children policy
- SEN policy

## Contents

Document ID: 10/00/2010  
Griffin Child Protection Policy  
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1. Safeguarding and promoting the welfare of children
2. Child protection
  - Role of the Child Protection Co-ordinator
3. Children
4. Definitions of harm
  - Abuse
  - Physical abuse
  - Emotional abuse
  - Sexual abuse
  - Neglect
  - Young carers
5. Recognition of harm
6. Acting on concerns
  - Seeking Medical Attention
  - Managing a disclosure
7. Referring concerns about a child
  - Consent
  - Preparing to Discuss Concerns about a Child with Children's Social Care

- Questions Children's Social Care may ask at Initial Contact
- The HSCB Confirmation of Referral Proforma
- Expectation of feedback
- 8. Allegations against staff members / volunteers
- 9. Staff & Volunteer Self-protection
- 10. Code of Practice
- 11. Recruitment and selection
- 12. Induction
- 13. Training
- 14. Role of Governing Body
- 15. Appendix 1 - Seven Golden rules of information sharing
- 16. Appendix 2 – Consideration when contacting another agency

## 1. Safeguarding and promoting the welfare of children

Defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

## 2. Child protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### Early Help

At Griffin Primary School we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging problems. If necessary, and with appropriate consent, information is shared with other professionals to support early identification and assessment.

This may be undertaken informally support provided from within the school or more formally through the CAF process or referral to the Early Help Team.

### The Role of the Child Protection Co-ordinator

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

The Child Protection Co-ordinator is responsible for:



- Monitoring and recording concerns about the well being of a child or young person.
- Making referral to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff / volunteers

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access & Assessment Team, or Family Resource Centre if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

### 3. Children

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

### 4. Definitions of harm

#### 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.

#### Physical abuse

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

#### Emotional abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual 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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

#### Young carers

Children and young people under 18 who provide or intend to provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision. Young carers can be particularly vulnerable.

#### 5. Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways;

- Information given by the child, his/ her friends, a family member or close associate.

- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because;
  - o It does not make sense when compared with the explanation given.
  - o The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
  - o The child appears anxious and evasive when asked about the injury.
- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- Contact with individuals who pose a 'risk to children' and relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

#### Radicalisation and Extremist behaviour

At Griffin Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police.

## Child Sexual Exploitation (CSE)

CSE occurs when a child or young person or another person, receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment team.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Refer to HSCB guidance for practitioners

## Female Genital Mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a statutory duty to inform either the police or Children's Social Care, under the Serious Crime Act 2015.

## Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

If concerns are brought to the attention of staff at Griffin Primary, they will be reported immediately to the appropriate authorities.

## Honour Based Violence

Honour Based Violence (HBV) is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture

At Griffin Primary we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

## SEND

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of

abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

### Children Missing from Education (CME)

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Griffin Primary we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

## 6. Acting on concerns

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Child Protection Co-ordinator. In the absence of the Child Protection Co-ordinator the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available



the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Protecting Vulnerable People Unit.

### Seeking Medical Attention

If a child has a physical injury and there are concerns about abuse;

If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

### Managing a disclosure

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- The designated lead for child protection within your organisation must be informed immediately.

## 7. Referring concerns about a child

Referrals of all children in need, including those where there are child protection concerns will be made to;

Hull - To Children's Social Care – Access & Assessment Team or Police Protecting Vulnerable People Unit - Tel 448879

Out of Hours – To the relevant Immediate Help Team – Tel 788080

The designated safeguarding lead will act on behalf of Griffin Primary School in referring concerns or allegations of harm to Local Authority Access & Assessment Team or the Police Protecting Vulnerable People Unit.

If the designated safeguarding lead is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Access and Assessment Team. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

It is not the role of the designated safeguarding lead to undertake an investigation into the concerns or allegation of harm.

## Consent

Professional's should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority

Access & Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded and communicated with the Local Authority Access & Assessment Team.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

#### Preparing to Discuss Concerns about a Child with Children's Social Care

Try to sort out in your mind why you are worried, is it based on:

- What you have seen;
- What you have heard from others;
- What has been said to you directly.

Try to be as clear as you can about why you are worried and what you need to do next:

- This is what I have done;
- What more do I need to do?
- Are there any other children in the family?

- Is the child in immediate danger?

In the conversation that takes place the duty Social Worker will seek to clarify:

- The nature of the concerns;
- How and why they have arisen;
- What appear to be the needs of the child and family; and
- What involvement they are having or have had with the child and / or family.

Questions Children's Social Care may ask at Initial Contact

- Agency (i.e. school, etc) address and contact details of referrer;
- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral;
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making;
- Full names, dates of birth and gender of children;
- Family address and, where relevant, school/nursery attended;
- Previous addresses;
- Identity of those with Parental Responsibility;
- Names and dates of birth of all members of the household;
- Ethnicity, first language and religion of children and parents;
- Any special needs of the children or of the parents and carers;
- Any significant recent or past events;

- Cause for concern including details of allegations, their sources, timing and location;
- The child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of any alleged perpetrator (name, date of birth, address, contact with other children);
- Referrer's relationship with and knowledge of the child and his or her family;
- Known involvement of other agencies;
- Details of any significant others;
- Gain consent for further information sharing / seeking;
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic violence, mental illness, substance misuse and/or learning difficulties.

#### The HSCB Confirmation of Referral Proforma

All telephone referrals made by professionals should be followed, within 48 hours by a written referral giving specific and detailed information. The HSCB proforma can be used for this purpose.

#### Expectation of feedback

Children's Social Care should acknowledge a written referral within one working day of receiving it. If the referrer has not received an acknowledgement within 3 working days, they should contact Children's Social Care again.

#### 8. Allegations against staff members / volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The Headteacher will report the matter to the Local Authority Designated Officer (LADO) tel: 01482 790933.

In the case that the concern or allegation relates to the Headteacher the Chair of Governors should be contacted. The Chair of Governors will report the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where:

It is alleged that a person who works with children has:

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

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously,

- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information (where possible in the words a child used), including
  - When the alleged incident took place (time and date)
  - Who was present (witnesses)
  - What was said to have happened,
- Sign and date the written record,
- Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Griffin Primary School adheres to the Department for Education (2016) 'Keeping Children Safe in Education'.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible

It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all

stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom 'gossip' etc.

### Allegations of Peer on Peer abuse

Peer on peer abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse.

At Griffin Primary School we do our utmost to ensure that children and young people are protected from harm and will educate pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different form of peer abuse, and the mechanisms for responding and reporting incidents.

A pupil against whom an allegation of abuse has been made may be fixed term excluded pending an investigation and the school 'Behaviour' policy may apply. Our school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

### 9. Staff & Volunteer Self Protection

Adherence to guidelines on self protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

- Actively avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult through the accident reporting procedure.



- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection coordinator.
- Adhere to the school policy on behaviour management.

## 10. Code of Practice

Staff / Volunteers / children must always;

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / children must not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact either inside or outside of school.
- Use inappropriate or insulting language.

- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.
- Use a personal mobile phone to take photographs of a child, or telephone a parent/carer.
- Act in a way deemed inappropriately on any type of social networking forum

#### Mobile phones and cameras:

Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

#### 11. Recruitment and selection

It is important when recruiting paid staff and volunteers to adhere to the organisations recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

All staff and volunteers are recruited within the requirements of Safer Recruitment:

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.

- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training.
- All staff and volunteers will be required to read the Child Protection Policy and sign to record that they have done so. This will be reviewed to ensure up to date knowledge.
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which must be taken up).
- The potential staff member or volunteer will be interviewed for their suitability for the post.
- Staff and volunteers will be subject to a probationary period during which they will be supervised and meetings will take place with their manager to identify any concerns, training and support needs.
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies

### Disclosure and Barring Service

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Griffin Primary School knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, Griffin Primary School will notify the DBS.

### Childcare Disqualification Requirements 2009

Griffin Primary adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Griffin Primary will not continue to employ an individual who is disqualified, including 'by association', in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

## 12. Induction

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection policy, Part 1 of Keeping Children Safe in Education and told the name Child Protection Coordinator.

Every new member of staff as part of their induction period will receive essential safeguarding information. The programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our academy and the remit of the role of the Child Protection Coordinator.

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

## 13. Training

The Child Protection Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the Child Protection Coordinator undertakes refresher training at two yearly intervals.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non teaching. Every staff member undertakes appropriate refresher training every three years.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

#### 14. Role of the Governing Body

The Designated Child Protection Governor at Griffin Primary is Ms Laura Dykes however, the whole Governing Body will ensure the school:

- a. Has a child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- b. Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children

- c. Keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- d. Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board
- e. Has a member of the Governing Body (usually Chair) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- f. The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

## Appendix 1

### Seven Golden rules of information sharing

'Information Sharing: Guidance for practitioners and managers' (2008) is aimed at supporting good practice in information sharing by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information

sharing may be less clear than in safeguarding or child protection situations. Below are the 7 golden rules of information sharing that this guidance recommends.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. From the outset be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgements on the facts of the case.
5. Consider safety and well being: Base your information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reason for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Appendix 2 - Considerations when Contacting another Agency/Service

### 1) Effective Communication between Agencies

Effective communication requires a culture of listening to and engaging in, dialogue within and across agencies. It is essential that all communication is as accurate and complete as possible and clearly recorded.

Accuracy is key, for without it effective decisions cannot be made and equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that effect children and adults

Before contacting another agency, think about why you are doing it, is it to:

- Share Information

To share information is the term used to describe the situation where practitioners use their professional judgement and experience on a case by case basis to decide whether and what personal information to share with other practitioners in order to meet the needs of a child or young person (CWDC 2009)

- Signpost to Another Service



The definition to signpost is to indicate direction towards. It is an informal process whereby a professional or a family is shown in the direction of a service.

If someone is signposted to a service it is because accessing the service may enhance the family's quality of life, but there would be no increased risk to the child or young person should the service not be accessed.

No agency is responsible for the monitoring or recording of signposting.

- Get Advice and Guidance

Seeking advice and guidance at any time, making a general query or perhaps consulting with a specialist colleague within your own organisation (or from another agency) may enhance the work that you are doing with a child, young person or family at any stage.

It could be that you want further information about services available or that you want some specialist advice or perhaps need to consult about a particular issue or query for instance to ask if making a referral is appropriate.

The name of the child and family should be anonymised at this stage unless agreement to share the information has already been obtained.

It is vital that you record that you have sought information and advice in your own records. The agency you are contacting may not record this information, particularly if the case is not open or active with them. It should be agreed between agencies in this situation as to who records what information.

- Facilitate Access to a Service

If you think that a family may benefit from a service then directing, signposting or facilitating is appropriate. For example, a family approaches your service and asks for some advice about leisure activities in the local area. You give them the information and directions to the nearest open access leisure centre.

- Refer a Child or Family

If you think that by not accessing a particular service, a child's situation could deteriorate then a referral is appropriate. However, a referral is only the start of the process. You as the referrer have a responsibility to monitor that the service has been taken up and the child's situation has improved.

Sometimes you may need to draw on other support services, for example when an intervention has not achieved the desired outcomes and the child/young person requires more specialist or sustained support.

A specific gap in services to meet a need or any level of concern warrants follow up and monitoring to ensure there is no risk to children.

At the end of the conversation both parties must be clear about the outcome and the next course of action.

## 2) Professional Differences

Where there are any professional differences about a particular decision, course of action or lack of action you should consult with a Senior Manager within your own organisation about next steps.

## 3) Recording

Well kept records about work with a child and his or her family provide an essential underpinning to good professional practice. Safeguarding and promoting the welfare of children requires information to be brought together from a number of sources and careful professional judgements to be made on the basis of this information. These records should be clear, accessible and comprehensive, with judgements made and decisions and interventions carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear. (Working Together 2010)

You should record your decision and the reasons for it, whether or not you decide to share information. If the decision is to share, you should record what information was shared and with whom.

You should work within your agency's arrangements for recording information and within any local information sharing procedures in place. These arrangements and procedures must be in accordance with the Data Protection Act 1998 (Information Sharing Guidance for Practitioners and Managers 2008