



**DRUMDUAN SCHOOL**  
**SAFEGUARDING CHILDREN POLICY**

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**Related Policies and Procedures**

- *Anti-Bullying Policy*      • *Code of Professionalism and Conduct*
- *Staff Appointment Procedures*                      • *Data Protection Policy*

\*At the time of review, Safe-guarding Consultant is: Tam McVeigh

Safe-guarding Co-ordination is: Gillian Barrett

**Date: 27 July 2022**

**Date for Review: 27 July 2023**

## **1 GENERAL STATEMENT OF POLICY**

**1.1** Drumduan School fully embraces the duty to safeguard and promote the welfare of all the children in its care. This policy is informed by the National Guidance for Child Protection in Scotland (2010); the Children's Charter; the UN Rights of the Child and the Registration of independent schools: guidance for proprietors overseeing child protection and safeguarding arrangements (2022)

**1.2** Alongside the designated Safeguarding Consultant and Co-ordinator, every member of staff at Drumduan School is responsible for the physical and emotional well-being of its pupils.

**1.3** The School will ensure that the Safeguarding Officers attend specific training courses and then take responsibility for co-ordinating the School's responses to any incident where child abuse may be a possible issue. They will undertake training every 2 years. All members of staff receive Child Protection training and refresher training at the beginning of each academic year. New members of staff receive Child Protection basic awareness training on taking up appointment.

**1.4** All members of staff are required to collaborate closely with the Safeguarding Co-ordinator. Any breakdown in this collaboration must be brought immediately to the attention of both the Core Group and Trustees.

**1.5** All outside visitors to the School are required to sign in at Front Reception, where they will be given an identity badge to wear whilst on site. Whichever member of staff is on duty in the Front Reception is responsible for vetting the visitor.

**1.6** No staff appointments or volunteers working with children will be confirmed, nor starting dates set, until satisfactory replies have been received from referees, proof of qualifications submitted by the employee, the required PVG Disclosures (with ISA Barred List checks) applied for, and, where relevant, documentation confirming the individual's right to work in the UK seen and copied.

**1.7** Although false allegations of abuse do occur, when a child says or indicates that he/she is being abused, or information is obtained which gives concern that a child is being abused, this will not be ignored and any instances must be brought to the immediate attention of the Safeguarding Coordinator or the Safeguarding Consultant.

**1.8** The school's responsibility in relation to child protection is to recognise and refer, not to investigate.

**1.9** This policy is not exhaustive. Staff members should contact the designated Safeguarding Co-ordinator or Safeguarding Consultant with any queries or concerns.

## **2 POLICY AIMS**

**2.1** To ensure the school offers an environment where the welfare of children is paramount.

**2.2** To give a basic working definition of child abuse, and possible indicators which may be noticed by staff;

**2.3** To describe the official school procedures and channels of communication in the event of a child protection incident or alleged incident;

**2.4** To set out responsibilities of all staff in relation to child protection;

**2.5** To set out how parents access information about how the school meets its duties of care;

**2.6** To ensure there are effective working relations with other agencies with responsibility for child protection.

**2.7** This policy will be reviewed every year: any changes, additions or amendments will be circulated to all staff and updated in the office hard copy file and on the school's website.

### **3 RESPONSIBILITIES**

**3.1** The Trustees, Core Group and designated Health and Safety Officer are jointly responsible for ensuring that the safety of children and staff are supported through good attention to Health and Safety and security arrangements.

**3.2** The **Administrator** is responsible for ensuring every member of staff and any volunteers working with children or on the school premises are members of the PVG (Protection of Vulnerable Groups) Scheme.

**3.3** The **Business Manager** is responsible for ensuring the **Safeguarding Co-ordinator and Consultant** deliver effective contribution to inter agency child protection procedures, specifically that:

**3.3.1** Detailed school reports are provided in good time when required for use at Children's Hearings or for a local authority child protection case conference;

**3.3.2** The Safeguarding Coordinator or the Safeguarding Consultant is fully briefed by the appropriate Class Teacher and, attends case conferences etc. or Children's Hearings when invited;

**3.3.3** Drumduan School contributes, when requested, to local authority child protection planning and implementation.

**3.4** Drumduan School **Safeguarding Co-ordinator and Safeguarding Consultant** have specific responsibilities in relation to child protection as detailed in **Section 5** below.

### **4 ALL STAFF**

**4.1** All staff, both teaching and administrative, have responsibilities for the welfare of children and need to be aware of the possibility of child abuse and neglect in its various forms. Staff need to listen to anyone, parent, child or other concerned adult, that gives information about a child at the school being hurt.

**4.2** Generally, it is likely that staff in sustained contact with a child (Kindergarten/Class Teacher/Guardian) will be the first to be aware of possible abuse.

**4.3** Children may, however, choose to disclose to any member of staff: e.g., Reception Office staff, Learning Support teachers, or classroom assistants are often seen as valued confidantes. They may be in a position to observe young people putting themselves at risk through ill-judged behaviour or friendships.

**4.4** In the nature of their responsibilities, such staff are often able to see different patterns of behaviour which are not evident within the classroom. Particular lessons may provide opportunities to observe injury or behaviours e.g., swimming, games, drama. Staff responsible for such areas should particularly acquaint themselves with the indicators and

guidance described in **APPENDICES A and E**.

**4.5** All staff should be aware of children under stress, even if the precise causes are not known or shared with them. In these instances, they have a responsibility to take account of these pressures in their dealing with the child or young person and as far as possible provide support for him or her. In such instances the Safeguarding Coordinator or Safeguarding Consultant should be made aware of such concerns.

**4.6** Where a child is known to be at risk, confidentiality of the child and family's circumstances must be maintained and information sharing should be on a strictly need to know basis in order to ensure that the vulnerability of the child is not increased. The Safeguarding coordinator and Safeguarding Consultant must be made aware of such circumstances on all occasions – without exception.

**4.7** ALL STAFF must take individual responsibility for child protection, referring to the Safeguarding Co-ordinator for guidance if they have any questions or cause for concern whatsoever. Specifically, they must:

**4.7.1** Be aware that these procedures apply in all school situations, including before and after school, extra-curricular activities, school trips, and other off-site events with which the school is involved;

**4.7.2** Be alert to the signs of abuse as given in this policy (**APPENDIX A**);

**4.7.3** Report any concerns or doubts immediately to the Safeguarding Co-coordinator (or in her/his absence, Depute);

**4.7.4** Consult with the Safeguarding Co-ordinator if in any doubt about what to do;

**4.7.5** Follow the advice in this policy about how to handle pupil disclosures; specifically, that they understand and can apply the Education Protocol (**APPENDIX E**)

## **5 SAFEGUARDING CO-ORDINATOR AND SAFEGUARDING CONSULTANT**

The role of the Safeguarding Co-ordinator and Safeguarding Consultant are critical to the effective operation of child protection procedures within the school. On a day to day basis the Safeguarding Coordinator (or consultant) will be the main point of contact for pupils, staff within the school, parents and for outside agencies seeking contact with the school on child protection matters. Accessibility, empathy with children and young people, a readiness to listen, clear thinking, good record keeping and impartiality are key qualities for the co-ordinator. The Safeguarding Co-ordinator and Consultant need to ensure their own knowledge of child protection matters is up to date through regular attendance at appropriate external training events.

Within the school The Safeguarding Consultant will have a key role in developing staff understanding of child protection, their roles in relation to child protection and the procedures to be followed in cases of any level of concern. The Safeguarding Coordinator needs to keep the Safeguarding Consultant fully informed of any concerns.

The Safeguarding Consultant should also develop and maintain effective working relationships with his or her counterparts in the other agencies.

The duties and responsibilities of the Safeguarding Co-ordinator and Safeguarding Consultant are:

**5.1** To listen to and record staff concerns, seeking further information from other staff if necessary;

**5.2** To have in place an appropriate and secure recording system for child protection

information, which takes account of the requirements of data protection;

**5.3** To observe the child/ren in question;

**5.4** If necessary, to seek advice from the local authority's Child Protection team.

**5.5** To assess and consider whether there is reasonable cause to suspect or believe that the child is at risk of abuse;

**5.6** To ensure all staff are aware of the guidance contained in this document and have ready access to a copy of it. That procedures are in place to ensure that new, temporary, supply and other visiting staff or volunteer helpers are properly informed of child protection procedures;

**5.7** To ensure, in consultation with the Core Group, all staff receive basic training in child protection, including appropriate external child protection training; and including regular refresher training at least every two years;

**5.8** The responsibility for making a formal child protection referral rest with the Safeguarding Co-ordinator or Consultant, not with the Core Group or any other member of staff.

## **6 DEFINITIONS**

Definitions of child abuse and symptomatic indicators, are listed in **APPENDIX A**

## **7 CONFIDENTIALITY**

**7.1** It is absolutely essential to observe strictest confidentiality at all times, for the protection of the child/ren involved. This also includes protection of all sensitive information in order to protect the confidentiality of any individual involved.

**7.2** Only those individuals with direct responsibility will be informed

**7.3** For the same reasons of protecting vulnerable children, and the integrity of any future external investigation or legal proceedings, no other individual will be given any details relating to incidents or reports of incidents, nor information relating to the outcome of any internal or external investigation. This confidentiality clause extends to parents who may have children in the same class or kindergarten group as a child involved in a report or alleged incidence.

**7.4** Confidential information can be shared with certain staff members if this is necessary to safeguard children. This would be done after full discussion with the safeguarding team. Decisions and actions would be recorded.

## **8 PARTNERSHIP WITH PARENTS**

**8.1** The school and parents together have a shared priority of the welfare of all children at Drumduan School. It is important that the School has an established approach to working with parents because effective liaison between School and parent is crucial when dealing with Child Protection issues and any suspicions of abuse or neglect.

**8.2** The school will provide:

**8.2.1** the name of the school's Safeguarding Co-ordinator and the Safeguarding Consultant;

**8.2.2** an explanation of procedures which will be followed if an allegation or suspicion of abuse arises (**APPENDIX C**);

**8.3** In addition, all new parents are given:

**8.3.1** details of the school's complaints procedures and ways in which parents can raise concerns;

**8.3.2** information on confidentiality;

**8.3.3** an explanation of arrangements for checking the suitability of staff and volunteers working with children on school activities (in or out of the school building);

**8.4** Parents are also informed during parents' evenings of information on curriculum work which supports pupil safety.

**8.5** The School recognises that different families from different cultural backgrounds will have different approaches to child rearing. These differences should be acknowledged by the School and respected, as long as they do not place the child at risk.

**8.6** In the small and close-knit community of this school, where parents are an integral part of school life, it is particularly important to adhere stringently to confidentiality guidelines [see Section 6 above] for the protection of children and families. For the same reasons it is absolutely essential staff follow these policy procedures rigorously whenever any report, or alleged report, is received, regardless of association with an implicated individual.

**8.7** Whenever possible the School will work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from Moray Council Child Protection Team.

## **9 PROCEDURES**

**9.1** If a member of staff, or parent, has concerns or information which raises questions re potential risk of abuse they must consult with the Safeguarding Co-ordinator or Safeguarding Consultant, without delay. They must not consult or discuss the issue with any other individual: staff member or parent.

**9.2** If a child or adult reports an allegation of potential abuse, the staff member will apply the guidance in the Education Protocol (**APPENDIX E**), specifically explaining that the matter cannot be kept completely secret:

**9.2.1** that they will have to share it, but only with those people who can help;

**9.2.2** the child will be reassured that they are not to blame for anything that has occurred;

**9.3** The member of staff will make written notes immediately about the discussion, and afterwards complete form **CP1** as soon as possible [see **APPENDIX B**]. All informal notes must be attached to this form before it is given to the Safeguarding Co-ordinator.

## **10 CHILD AT RISK**

**10.1** If there is evidence of the need to protect the child the Safeguarding Co-ordinator should immediately:

**10.2** Report the matter immediately to the Moray Child Protection Team and, if appropriate, advise Trustees and/or the Core Group Safeguarding Lead.

**10.3** **The responsibility for making a formal child protection referral rests solely with the Safeguarding Co-ordinator and Safeguarding Consultant.**

## **11 POST REFERRAL**

**11.1** Following the initial referral, it is the Safeguarding Co-ordinator's responsibility, with other members of staff as appropriate, to:

**11.2** Prepare and oversee the implementation of a school support plan for the child or young person. As part of that plan, consideration should be given to which staff (including any temporary or supply staff) require information and how much information they require, bearing in mind both issues of confidentiality and the need for the child to be adequately supported;

**11.3** Co-ordinate the preparation of reports on the child in response to requests from other agencies.

**11.4** Attend all case conferences; Core Group meetings and Children's Hearings as required, and see that school contributions to a child protection plan are implemented;

**11.5** Where it is likely that inter-agency child protection meetings will occur during periods of school closure, the Safeguarding Co-ordinator should set up appropriate mechanisms to ensure that such requests for information or attendance at meetings are effectively met.

**11.6** The Safeguarding Consultant should be kept fully informed, in case they need to step in at any meetings etc. where the Safeguarding Co-ordinator is unavoidably absent.

## **12 NO CLEAR EVIDENCE OF ABUSE**

**12.1** Where there are grounds for concern but no clear evidence of abuse, the Safeguarding Co-ordinator and Safeguarding Consultant will ensure that appropriate advice is sought from the Moray Child Protection Team.

**12.2** What action the school needs to take to provide further support for the child/ren and who will carry out those actions;

**12.3** Advise the parents of the identified concerns;

**12.4** Put in place review arrangements to monitor developments if it is deemed necessary;

**12.5** The Safeguarding Co-ordinator will record, sign and date brief details of the concern and any actions taken and create a chronology which may be required at a later date for inter-agency purposes. Such information will be stored securely.

**12.6** The Safeguarding Consultant will be kept informed.

## **13 REPORTS INVOLVING MEMBERS OF STAFF**

**13.1** If the report or allegation involves member/s of staff, the below procedures are carried out.

**13.2** The Safeguarding Coordinator will immediately discuss the matter with the Safeguarding Consultant. Following this initial discussion, the Core Group Safeguarding Lead and Trustees will be informed to consider what, if any, immediate action is necessary.

**13.3** The Trustees will inform the member of staff at the earliest opportunity of the report and explain the procedures.

**13.4** The School's internal Disciplinary Procedures may be invoked. This is a matter which

will be decided by the School Trustees who may seek the advice of the Safeguarding Coordinator or Consultant.

**13.5** In the event of an allegation against the Safeguarding Officer, the case should be referred to the Safeguarding Consultant, by default. If both staff are implicated by allegations, the case should be referred to the Core Group Safeguarding Lead and Trustees.

**13.6** Allegations found to be malicious will be removed from a staff member's personal records. Allegations which are not substantiated are unfounded or malicious should not be referred to in employer references.

**13.7** If an allegation is found to be malicious, Trustees will consider what action needs to be taken.

**13.8** It is the legal responsibility for the School to inform the Independent Safeguarding Authority (UK) of any Child Protection issues, in which an employee of the School has been dismissed for harming a child or vulnerable adult.

## **14 E-SAFETY AND THE INTERNET**

**14.1** Drumduan School is very aware of the need for adequate protection from emotional abuse and vulnerability on social media and the internet.

**14.2** Only Upper School pupils have limited access to the internet, with appropriate permission from parents/guardians. A separate ICT Policy exists.

**14.3** E-Safety will be addressed in the course of PSE lessons for Middle and Upper School pupils. The school regards the issue as vital for the safety and well-being of students, that the topic will be addressed for all students, whether or not they have access to computers at home.

**14.4** The School will strive to remain as up to date as is reasonably practicable on new digital developments so as to anticipate the development of new online threats to child welfare and safety.

## **15 ABSENCES**

**15.1** Safe-guarding team will review attendance records weekly to identify any unexplained or prolonged absences; in cases where this is identified, the safe-guarding team will initially speak with the parents; in repeated incidents, referral to outside agencies will be considered.

**15.2** Administrative staff will review registers twice daily, in the morning and following lunch, to identify any pupils not in attendance; registers should be returned by teaching staff as soon as possible.

**15.3** Administrative staff will contact parents/carers listed on emergency contact forms to inquire as to any pupil with unexplained/unplanned absences; log book will be kept in administrative office to record all correspondence with parents regarding these absences.



## **APPENDIX A: DEFINITIONS OF CHILD ABUSE AND NEGLECT**

Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. Staff are required to report any concerns immediately to the Safeguarding Coordinator or Safeguarding Consultant. It is not the responsibility of School staff to decide whether child abuse is occurring. The welfare of the child is paramount at all times.

### **1. Neglect**

Where adults caring for the child fail to meet the basic essential needs of children, e.g., adequate, appropriate food; clothes; warmth and medical care. Neglect can take many forms and can often be completely unintentional.

### **2. Physical**

When an adult caring for a child physically hurts or injures a child. This can involve striking; shaking; squeezing; burning; or biting; supplying the child with poisonous substances, including inappropriate drugs/alcohol. It also includes the use of excessive force or restraint, either when carrying out tasks of caring, (feeding, clothing etc.), or for punishment.

### **3. Sexual**

When adults seek sexual gratification in any way by using children. This may be through any form of sexual activity with the child e.g. engaging with the child in fondling, masturbation or oral sex. It includes permitting or encouraging the child to watch explicit behaviour or pornographic material.

### **4. Emotional**

Emotional abuse is the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This includes conveying to a child they are worthless and unloved; placing inappropriate expectations on them; withdrawing affection; bullying, exploitation or corruption of children.

## **NOTICING ABUSE**

It is most likely that the staff member first alerted to a child in need or suffering from abuse will be the child's assigned kindergarten teacher, class teacher, class guardian or learning support teacher. This awareness may be the result of one or more of the following:

- The way the child presents in school e.g., unkempt, inappropriately dressed for the weather, persistently hungry or tired.
- Unexplained but significantly different pattern of attendance, attainment or changes in behaviour (in class or at playtime) than that previously observed;
- Seeing unexplained injuries or bruising on a child;
- Or something the child discloses.

## **POSSIBLE SIGNS OF NEGLECT**

Noticing any lack of engagement with Health or Dental services (not registered with GP or Dentist); inadequate or dirty clothing; child left alone or playing unsupervised; child dirty or smelly; regular lack of snack or packed lunch; frequent accidents or injuries to child; evidence of poor feeding or sleeping patterns; poor child health surveillance; domestic violence; withdrawn behaviour; refusal by family to engage with social services or local authorities.

## **POSSIBLE SIGNS OF PHYSICAL ABUSE**

Unexplained injuries or refusal to discuss them; burn marks; long bruises; slap marks / fingertip marks; teeth marks; history of frequent bruising; injuries with inconsistent explanations; black eyes; self-harming tendencies; aggression towards others, untreated injuries; unexplained patterns of absence (can be in order to hide injuries); running away; reluctance to go home or with a specific adult.

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

Depression; suicidal; self-harming; anorexic / bulimic; acting in a sexually inappropriate way towards adults / peers; unexplained pregnancies; running away; talking about a "friend with a problem of abuse,"; sexually abusing a younger child; sudden changes in school or work habits; fear of certain people; "chronic" medical problems, (stomach pains, head aches); withdrawn behaviour; excessively isolated.

## **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

Fearful of parent or carer; developmental delay; inappropriate emotional responses; self-harming; generalised nervousness or anxiety; running away; drug/solvent abuse; social isolation; depression. Lack of ability to focus in class.

**APPENDIX B**  
**REPORT OF CHILD PROTECTION ALLEGATION / CONCERN [CP1]**

Any report by child or adult to a member of staff must be recorded in this form. Complete as many sections of this form as possible yourself, as soon after the conversation. **DO NOT ASK ADMIN STAFF TO FILL IN ANY PART OF THE FORM.** Give the completed form to Safeguarding Coordinator/ Safeguarding Consultant immediately.

*Blank copies of this form are kept in School Admin Office*

<b>Your Name &amp; Position in School:</b>	
<b>Date</b> of alleged Incident:	<b>Place</b> of alleged Incident
<b>Names, ages &amp; dates of birth of any child/young person who may be at risk</b>	
<b>Address</b> & telephone number of any child/young person who may be at risk	
<b>Names of parent/carers</b>	
<b>Any special circumstances</b> relating to child/young person (e.g. health, welfare, special needs)	
<b>Nature of Concern</b> (e.g., direct allegation by child; report of allegation, or concern raised by adult)	
Where the allegation of abuse is reported to you by someone else, give <b>name of person</b> to whom the child/young person originally spoke, with date, time & place	
<b>If this is an allegation of abuse, record as accurately as possible</b> , using the words & phrases the child/young person themselves used.	

Have any other <b>signs or indicators</b> of possible abuse been identified?	
If so, who identified these?	
If known, give <b>name/s of person/s implicated</b> in the allegation/concern of abuse	
<b>If anyone witnessed the incident, please complete the following sections</b>	
<b>Witness Name</b>	
<b>Witness Phone Number</b>	
<b>Witness Address</b>	
Following Sections to be Completed by Designated Child Safeguarding Coordinator or Safeguarding Consultant following discussion with child protection agencies	
<b>What advice</b> was given by Social Work/Police about liaising with child/young person's parents/carers, at this stage?	
<b>Date &amp; Time</b> of referral/consultation	<i>(delete which do not apply)</i> <b>Social Work / Police / Children's Reporter / Other</b>
<b>Name</b> of Person who took call	<b>Department</b> (e.g. Out of Hours/ Duty SW Team etc.)
<b>Signature</b> (reporting staff member)	<b>Date</b>
<b>Signature</b> Designated Person	<b>Date</b>

[For the purposes of this appendix, blank spaces in the form have been reduced from their usual size]

**APPENDIX C: FORM CP2**  
**CHILD PROTECTION GUIDE FOR PARENTS**

If you have concerns, contact your child's class teacher as soon as possible, using unambiguous language:

*alternatively*

- contact the School's Safeguarding Coordinator or Safeguarding Consultant.
- if you have serious concern of risk to the child you should contact Moray Social Services team directly: *this is essential if there is a risk that a child may be in immediate danger.*

**social services 01309 563900 ask for child protection**

**Drumduan School Procedures:**

- Any staff member who is alerted to potential abuse is obliged to advise the individual (child or adult) that they cannot keep the matter **secret**, but will have to share the information with those people who can deal with it;
- They will **listen** extremely carefully to everything that is said;
- If a child is reporting abuse, the staff member **must not** question or interrogate the child; (this may prejudice future legal proceedings)
- They will reassure the child: e.g. that they are not to **blame** for anything that has occurred;
- They will make **written notes** immediately about the discussion, which will be given to the Safeguarding Co-ordinator or Safeguarding Consultant;
- After speaking with child/adult reporting incident, the staff member completes Drumduan School proforma CP1
- They will inform the Safeguarding Co-ordinator or Safeguarding Consultant and hand over the completed proforma CP1.

**The Safeguarding Co-ordinator** or Safeguarding Consultant will either:

- **Refer** immediately to Child Protection Team in Social Services
- Contact the Child Protection Team for **guidance** as to whether a referral is appropriate;
- In cases where there are grounds for concern but no clear evidence of abuse, the Safeguarding Coordinator or Safeguarding Consultant will prioritise a meeting with the Core Group Safeguarding Lead to consider:
  - when and how concerns should be relayed to the parent(s)
  - what further support the child is likely to need and how best this can be met;

- whether further observation is necessary;
- how on-going concerns will be recorded;

At all times it is essential to observe strictest **confidentiality**, for the **protection of the child/ren** involved. Only those individuals with direct responsibility will be informed. Trustees may be advised in general terms of a current report or investigation: they will not be privy to any details, e.g., names. In a small community like ours it is even more important that NO-ONE refers to or discusses a possible case except with the appointed staff member/s. **The safety of a child/children is compromised by such discussion, no matter how well-intentioned.**

It is not the role of the school to investigate reports of abuse, or to apportion blame: that lies outwith our remit, resources, and expertise.

AT ALL TIMES THE WELFARE OF THE **CHILD** IS PARAMOUNT.

## **APPENDIX D: FORM CP3 STAFF PROCEDURES CHECKLIST (Child Protection)**

Staff must be aware that these procedures apply for any event, including before and after school, and other off-site events.

- Any staff member alerted to potential abuse **MUST** explain to the individual (child or adult) that the matter cannot be kept completely **secret**: the information will have to be shared with those people who can help; the reporting individual can be reassured that the information will not be shared with anyone beyond that very small group;
- You must **listen** extremely carefully and calmly to everything that is said;
- If a child is reporting abuse, you **must not** question or interrogate the child; (to do so can compromise future legal proceedings);
- the child must be reassured; repeat that they are not to **blame** for anything that has occurred;
- You must immediately inform the nominated Safeguarding Coordinator or Safeguarding Consultant.
- You must make **written notes**, that same day, about the discussion, on the form CP1, to which you should attach any other notes relating to the issue. You should record the precise wording used by the child and NOT what you think is being said.

**Thereafter** the Safeguarding Coordinator or Safeguarding Consultant will either:

- Refer immediately to Child Protection Team in Social Services, or contact the Child Protection Team for guidance as to whether a referral is appropriate;
  - In cases where there are grounds for concern but no clear evidence of abuse, the Safeguarding Coordinator or Safeguarding Consultant will prioritise a meeting with the Core Group Safeguarding Lead to consider:
    - when and how concerns should be relayed to the parent/s  
*[IT IS NOT THE CLASS TEACHER/GUARDIAN'S DECISION TO INFORM PARENTS]*
  - what further support the child is likely to need and how best this can be met;
  - whether further observation is necessary;
  - how on-going concerns should be recorded;
- At all times it is essential to observe strictest confidentiality, for the protection of the child/ren involved. Only those individuals with direct responsibility will be informed. Trustees may be advised in general terms of a current report or investigation: they will not

be privy to any details, e.g., names.

- It is not the role of the school to investigate reports of abuse, or to apportion blame: that lies outwith our remit, resources, and expertise.



## APPENDIX E: EDUCATION PROTOCOL

- The aim should be to maximise the amount of information given by the child without pressing for it. Leading questions (those suggesting an answer, or with information for which the questioner is looking) must be avoided at all costs. Eg: “what happened to your arm?” rather than “Did X do something to your arm?” or “Where did you stay last night?” rather than “Were you staying at X's house last night?”
- The child’s own language should be used in quotation rather than attempting a translation.
- The child must be reassured s/he was right to tell: never turn them away
- Personal reactions must not be shown: do not allow shock or distaste to show; do not panic.
- Questions must be kept to an absolute minimum to ensure a clear and accurate understanding of what has been said. It is not our remit to interview: the only purpose of questions is to ensure you understand what is being disclosed.
- How? What? When? are suitable.
- **Do not ask Why? You are looking for description not explanation.**
- Keep every note you make of what the child says: do not destroy initial notes, even after they have been written up. They may be necessary in legal proceedings.
- Do not make promises to agree to keep secrets
- Do not probe for more information than is offered
- Do not speculate or make assumptions
- Do not make negative comments about the alleged abuser
- NEVER approach the alleged abuser
- Do not discuss the issue with anyone other than the Safeguarding Coordinator or Safeguarding Consultant.
- The Safeguarding Coordinator will help you complete CP1.
- Completed CP1, together with any original notes, must be given to the Safeguarding Coordinator for secure filing. DO NOT KEEP A COPY.
- It is valid and maybe useful to make a note at time of disclosure, of the child's demeanour: It must be a factual description however, avoiding interpretation.
- If you have taken disclosure from a child, or being involved in a child protection incident, **SEEK SUPPORT FOR YOURSELF**