

Llanbedr Church in Wales Primary School
Ysgol Gynradd Llanbedr



Child Protection Policy



UPDATED: November 2016

Child Protection Policy for Llanbedr Church in Wales School

Introduction

1.1 Llanbedr Church in Wales fully recognises the contribution it makes to child protection.

We recognise that a child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently, does not change their status or their entitlement to services or protection under the Children Act, 1989.

We believe that all children have a right to:-

- be as physically and mentally healthy as possible;
- gain the maximum benefit possible from good quality education opportunities;
- live in a safe environment and be protected from harm;
- experience emotional well-being;
- feel loved and valued, and supported by a network of reliable and affectionate relationships;
- become competent in looking after themselves and coping with everyday living;
- have a positive image of themselves and a secure sense of identity, including cultural and racial identity; and
- develop good interpersonal skills and confidence in social situations.

The main elements to our policy are:-

- a. prevention through the teaching and pastoral support offered to pupils;
- b. procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse;
- c. provision of training for all staff, including additional training for the Designated Teacher for Child Protection; and
- d. support for pupils who may have been abused.

1.2 Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard pupils.

The school will therefore:-

- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty (the school's Child Protection Policy will be provided in a format which is appropriate to the age and understanding of the pupils);
- c. include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- d. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Procedures

3.1 We will follow the All Wales Child Protection Procedures 2008 that have been endorsed by the Local Safeguarding Children Board.

3.2 The school will:-

- a. ensure it has a designated senior member of staff, who has undertaken the appropriate training;
- b. recognise the role of the designated teacher and arrange support and training. The additional training received by the Designated Teacher for Child Protection includes attendance at the LSCB Annual Conference and attendance at Safeguarding/Child Protection update sessions for Designated Teachers for Child Protection, organised centrally by the Authority.

The Designated Child Protection Co-ordinator in this school is: Linda Green
The Deputy Designated CPC in this school is: Gavin John

The role of the Designated Officer for Child Protection is:-

- to be fully conversant with the All Wales Child Protection Procedures and to ensure that all staff, both teaching and non-teaching, know about these procedures;
- to have a clear understanding in relation to how to identify the signs and symptoms of abuse and when to make a referral;
- to understand the roles and responsibilities of the designated agencies and how to respond to and work with them;
- to understand the conduct of Child Protection Conferences and Core Group meetings and how he/she or another member of staff can make appropriate contributions to them;
- the co-ordination of all Child Protection issues, acting as a source of advice and support for any staff who have concerns or information that a child may be suffering abuse or a child in need;
- to be responsible for taking a lead in making referrals to Children's Services;
- to ensure that the school is represented at Case Conferences and Core Group meetings and contribute fully by providing reports as required;
- to attend training on a regular basis and cascade training to staff;
- to ensure that all staff (including new staff/supply teachers) have access to all the relevant Child Protection documents and are clear about their own responsibilities;
- to report any allegation about a member of staff to the Schools Service's Lead Officer Child Protection/Safeguarding (Tel: 01597 826431) and, if this Officer is unavailable, to liaise with Children's Services regarding appropriate action.
- to ensure that a chronological record of concerns is maintained If there are concerns about a child even if there is no need to make an immediate referral;
- to ensure that all records including Case Conference minutes are kept confidentially and securely;
- to liaise with the Designated Teacher for Child Protection in the new school when a child, who is on the Child Protection register or who has been on the Child Protection Register, transfers to another school and to seek the agreement of the Chair of the Case Conference to the transfer of Case Conference minutes and other Child Protection information;
- to keep informed both of the welfare of individual pupils on the Child Protection Register and of general Child Protection issues within the school;
- to be aware of other agencies involved with Child Protection in the Local Authority and, as a result, to liaise with them;

- to ensure that any decisions made by a Case Conference, which involve school staff, are carried out as agreed at the Conference;
- to be a key professional support to members of staff to whom pupils have disclosed abuse;
- to ensure that the school identifies which children are on the Child Protection Register when referring a child for full assessment;
- to monitor and evaluate the effectiveness of Safeguarding work carried out within the school;
- if unsure about whether a case should be formally referred or if there are genuine concerns regarding a child's health or development, to seek advice from other appropriate professionals.

c. ensure every member of staff and every governor knows:-

- the name of the designated person and their role;
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board;
- that they need to be alert to signs of abuse;
- what to do when they have observed abuse by other staff in the school;
- what to do if there is an allegation against the headteacher;
- how to take forward those concerns where the designated person is unavailable;
- how to refer disclosures and / or allegations about abuse from (i) within the school and (ii) home or outside; and
- not to contact parents if it would put the child at risk.

d. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse;

e. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;

f. provide training for all staff so that they know:-

- i. their personal responsibility;
 - ii. the agreed local procedures;
 - iii. the need to be vigilant in identifying cases of abuse;
 - iv. how to make pupils feel encouraged and secure to discuss any concerns they may have; and
 - v. how to support a child who discloses abuse.
- g. notify the local social services team if:-
- a pupil on the child protection register is excluded either for a fixed term or permanently; and
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences;
- i. keep full written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately;
- j. ensure all records are kept secure and in locked locations;
- k. adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 *Staff Disciplinary Procedures in Schools*;
- l. ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "*Child Protection: Preventing Unsuitable People from working with Children in the Education Sector*";
- m. ensure that all staff are in possession of a current and valid CRB certificate (this is the responsibility of the headteacher); and
- n. designate a governor for child protection who will oversee the school's child protection policy and practice.

The Nominated Governor for CP in this school is: Malcolm Thomas

The role of the Nominated Governor for Child Protection is as follows:-

- to ensure that the school has a Safeguarding/Child Protection Policy in place which is reviewed annually to ensure its effectiveness;
- to ensure that the Designated CP Officer and other staff attend appropriate and regular training;
- to ensure that any allegation made against the Headteacher is immediately reported to them. The Chair of Governors will then contact the Schools Service Designated Lead for Child Protection/Safeguarding or Children's Services and attend any Professional Strategy meeting which is convened as a result;
- to ensure that the school has an up to date and agreed Staff Disciplinary Procedure for dealing with allegations of misconduct against members of staff including Child Protection allegations;
- to ensure that the school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all relevant staff in accordance with current regulations;
- to ensure that there is an item on the agenda of the Governing Body meeting, at least once a year, where the Safeguarding/Child Protection Policy is reviewed and a report is provided on:
 - changes to Child Protection procedures;
 - training undertaken by all staff and governors in the preceding twelve months;
 - the number of incidents of a Child Protection nature which arose in the school within the preceding twelve months (without details or names);
 - where and how Child Protection and Safeguarding appear in the curriculum;
- provide a link between the Governing Body and the school in relation to Child Protection and Safeguarding;
- act as a critical friend - support and challenge the school;
- keep their own Child Protection/Safeguarding knowledge up to date through attending training events for Nominated Governors;
- be familiar with current guidelines on Child Protection/Safeguarding and Safer Recruitment and be aware of changes to the regulations;
- ensure that Child Protection Policies and Procedures are in place and readily accessible to all staff;
- ensure that all staff and governors know what to do if they suspect a child is being abused;
- ensure that accurate records are being kept by the school and that the Child Protection file is up to date.

Training

The Child Protection/Safeguarding training provided for all staff comprises the following:-

Induction

The school will make available to all new members of staff and volunteers working in the school for the first time and governors, either prior to taking up their role or immediately after taking up their role, a copy of the Powys Local Safeguarding Children Board Induction Booklet entitled 'A Quick Guide to Child Protection, Protecting and Caring for the Children and Young People of Powys'. Staff and volunteers will be given the opportunity to read the booklet and sign the school's training record to confirm that they have read the document. The Designated Teacher for Child Protection will confirm the member of staff/volunteer's understanding of basic Child Protection information through a conversation with the individual.

Foundation Training

The school will make available to all staff and governors opportunities to follow the LSCB Foundation Child Protection Training. These opportunities will either be made available on an individual school basis or as part of a cluster or regional Child Protection Training opportunity. The training will be offered at least every three years and, where members of staff and governors miss this training or are employed / join the governing body after a recent training opportunity, they will be expected to join the Child Protection training being delivered in a neighbouring school or undertake the LSCB e-learning Foundation Child Protection package.

Training for the Designated CP Officer in School

The school will make sure that the designated teacher for Child Protection receives additional training at least every 2 years, which covers the role of the designated teacher for Child Protection, developments in the Local Safeguarding Children Board approaches to Child Protection and Safeguarding, lessons learned from cases and inter-agency working. This training will be provided through the following:-

- specific training offered on an annual basis, by the Schools Service, in relation to the role of the designated teacher for Child Protection and related issues;
- attendance at the Local Safeguarding Children Board conference;

- attendance at the Area Child Protection Fora arranged twice a year through the Local Safeguarding Children Board.

Supporting the Pupil at Risk

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The school will endeavour to support the pupil through:-

- a. the content of the curriculum to encourage self-esteem and self-motivation;
- b. the school ethos which:-
 - i. promotes a positive, supportive and secure environment; and
 - ii. gives pupils a sense of being valued;
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour or the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- d. liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern.

4.4 when a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Teacher for Child Protection will make immediate contact with the Designated Teacher for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Case Conference Chair for the transfer of minutes of Case Conference meetings and

Core Groups, together with other relevant Child Protection information, to the new school.

Bullying

4.5 Our policy on bullying is included in our Behaviour and Discipline Policy and is reviewed annually by the governing body.

Physical Intervention

4.6 Our policy on physical intervention is set out in and is reviewed annually by the governing body.

Children with Statements of Special Educational Needs

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

Review

This policy and the appendix will be reviewed annually and will be placed on the agenda for a discussion at a full governing body meeting at least once a year. The discussion will be minuted and will be supported by a report provided, by the designated teacher for Child Protection, on the following:-

- changes to Child Protection procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names);
- lessons learned from cases.

Appendix 1 - Guidance for all staff at Llanbedr Church in Wales Primary School

What to do if a child tells you they have been abused by someone other than a member of staff.

Where the allegation is against a member of staff you should refer to Welsh Assembly Government guidance circular 45/2004.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events.
- Limit any questions to clarifying your understanding of what the child is saying.
- Any questions should be framed in an open manner so as not to lead the child;
- you must report orally to the school's designated person for child protection immediately;
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection.
- The note which should be clear in its use of terminology should record the time, date; place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible.
- Remember, your note of the discussion may be used in any subsequent court proceedings;
- do not give undertakings of absolute confidentiality; that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings; and your responsibility in terms of referring concerns ends at this point,
- but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else.

However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

Appendix 2

Model Note for Parents or Carers

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all pupils. This responsibility means that the school:

- will have a child protection policy and procedures;
- should make parents or carers aware of its child protection policy possibly through the school prospectus, and that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and keep the parents or carers informed of the welfare and educational progress of the child.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduced a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told

about any referral. They should also seek advice as to whether or not the child should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

- make time to talk and listen to your child;
- familiarise yourself with your child's friends and routine;
- be sensitive to changes in behaviour;
- teach your child to feel confident to refuse to do anything they feel is wrong;
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

Appendix 3

Safeguarding Children - Further Advice and Guidance linked to Child Protection

The following sections include information and links to sources of further advice and guidance about a variety of issues that relate to helping keep children safe from abuse and neglect. Issues include: training, educating children through the Personal and Social Education (PSE) curriculum, listening to children and some issues that can make children more vulnerable or should be regarded as abuse and confidentiality.

Abuse of Trust

All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. "Caring for young people and the vulnerable? Guidance for preventing abuse of trust" published in association with the Home Office, Northern Ireland Office, the National Assembly for Wales, Department of Health, and Department for Education and Employment and sets out the main principles for developing a code of conduct for those working with children and vulnerable adults.

Physical Contact with Pupils/Restraint

It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Welsh Assembly Government guidance circular 37/98 "The Use of Reasonable Force to Control or Restrain Pupils" is available in hard copy only (circular 37/1998.). However please refer to the school policy for further Guidance.

The Welsh Assembly Government considers that guidance it issues on restrictive physical intervention policy and practice for professionals who work with children, young people, adults and older people in health, education and social care settings should share a common framework of principles and expectations.

An overarching Framework for Physical Intervention in all service areas was published by the Welsh Assembly Government in March 2005. It is anticipated that the framework will prove useful for commissioners of services and that

providers will consider when drafting policies and procedures, reviewing current arrangements and arranging or commissioning training. The Framework does not advise on individual actions required in specific circumstances or specific service settings nor does it recommend specific methods of restraint.

The existing guidance specifically for physical intervention in education settings is scheduled for revision in 2008 to take account of the new framework.

Educating Children about Issues as part of Personal and Social Education (PSE)

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The framework for PSE provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils should be taught, for example:-

to recognise and manage risks in different situations and then decide how to behave responsibly; to judge what kind of physical contact is acceptable and unacceptable;

to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help; and to use assertiveness techniques to resist unhelpful pressure.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children and young people know that it is okay to talk about their own problems; and signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.

Links to more information about PSE classroom resources and sources of support, are available through the following links:

Welsh Network of Healthy School Schemes

"Promoting Personal Safety in PSE

"Broadband the New Language in Education"

Personal and social education Framework for 7-19 year olds in Wales

Child Exploitation and Online Protection Centre.

Children who go Missing from Education

If a child or young person is receiving an education, not only do they have the opportunity to fulfil their potential, they are also in an environment which enables local agencies to safeguard and promote their welfare. If a child goes missing from education they could be at risk of significant harm.

There are a number of reasons why children go missing from education and these can include:

- failing to start appropriate provision and hence never entering the system;
- ceasing to attend, due to exclusion (e.g. illegal unofficial exclusions) or withdrawal;
- failing to complete a transition between providers or between Year 6 to Year 7 or if expected as a Rising 5 as part of a school's new intake; or
- going on an extended holiday or not returning from an extended holiday when expected.

In cases of serial truancy schools should already be working with their Education Welfare Officer in trying to re-engage the pupil back into the school system. Also a school will know the individual pupil involved and if the behaviour is normal for them. Schools should already have systems in place for contacting parents or carers on the first day of a pupil's absence from school. If a child does not arrive at school when expected, the school should already be considering what information they know about the young person and their family history. If there are any concerns for the child's safety these concerns should immediately be referred to the statutory authorities for consideration.

Their personal circumstances or those of their families may contribute to the withdrawal process and the failure to make a transition.

There are certain groups of vulnerable children who are more likely than others to become missing from education:

children and young people who do not always appear on the usual records e.g. travellers; children and young people who are excluded from school; children and young people who truant from school post-registration; looked after children; children and young people who are not educated for various reasons within the state school system; children and young people living

in women's refuges; children of homeless families perhaps living in temporary accommodation;

Safeguarding Children in Education

children and young people within the criminal justice system; young runaways; children with long term medical or emotional problems; young carers; young parents and pregnant young women; and migrant children whether in families seeking asylum or economic migrants.

Every practitioner working with a child has a responsibility to inform the local authority if they know or suspect that a child is not receiving education.

It is strongly recommended that LEAs put in place procedures designed to monitor the whereabouts of a child at risk of going missing from education and to record that they have completed these procedures.

Supplementary guidance relating to this can be found in Chapter 5 of the Welsh Assembly Government's circular 18/2006 "Educational Records, School Reports and the Common Transfer System".

Listening to Children

Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children also want to know that they will be listened to and their concerns will be taken seriously, so all education establishments should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk. Displays of helpful information about such things as national children's help lines (Children's Commissioner, Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (e.g. on pupils' year planners) can encourage them to share concerns and help provide assurance about that. A pupils guideline is advisable so that children have access to services if required. The children at Llanbedr Church in Wales Primary School have a leaflet called "Happy Hearts and Healthy Minds."

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the

discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating.

Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

Staff must also be aware that:-

- it is not the responsibility of teachers or other staff or volunteers in schools and FE institutions to investigate suspected cases of abuse; any concerns should be taken up with the designated child protection person; and
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or their children safe.

Confidentiality

Many professionals are under a duty of confidentiality. This is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. But, as relevant guidelines make clear, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached.

Where professionals judge that there is a need to share confidential information with children's social services or the police:-

they should attempt to support the child, where the child is the source of the information, to agree to a disclosure of information within a reasonable timescale; they may initially discuss the case anonymously with others, such as a colleague with suitable competence in child protection work or with children's social services; the child should be informed, unless to do so would seriously jeopardise their safety; and any decision whether or not to share information should be properly documented. Decisions in this area may need to be made by or with the advice of, people with suitable competence in child protection work, such as named or designated professionals.

Appendix 4
Record of disclosure

Name of pupil _____ Class _____

Name of staff member disclosure made to _____

Date ____ Time ____ Location _____

Nature of disclosure _____

Signed _____

Reported to HT CP Designated Person / DCPO Date _____

Action taken by CP designated person _____

Appendix 5

Not all referrals are based on information disclosed by a pupil. If you have concerns about a child's welfare due to something you have observed or have been told then please complete the following form and forward to the CP designated officer immediately.

Record of Concerns or Niggles

Name of pupil _____ Class _____

Name of staff member reporting concern _____

Date _____ Time _____ Location _____

Nature of concern:-

Action taken by CP designated officer

