



## **SAFEGUARDING CHILDREN ~ CHILD PROTECTION POLICY AND PROCEDURE**

**The Moor Park policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children published March 2015 and Keeping Children Safe in Education September 2016.**

All policies and procedures are available from the Head's PA. This safeguarding policy covers the Main School, EYFS, Boarding, Tick Tock and Off Site Activities.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015.

The Moor Park policy and procedures have regard to the following:

- Statutory requirements stated in Section 3 of the Revised EYFS – The Safeguarding and Welfare Requirements 2014
- Working Together to Safeguard Children March 2015
- Shropshire Safeguarding Children Board Procedure Guidance including the Neglect Strategy and body maps.
- National Minimum Boarding Standards 2015
- Keeping Children Safe in Education 2016
- ISSR Regulatory Requirements 2014
- Section 3 (5) Children Act 1989
- The Prevent Duty Guidance 2015 (Prevent Duty)
- Children Act 1989
- Disqualification under Childcare Act (2006) by association.

**Designated Safeguarding Lead (DSL): Mr Charles G O'B Minogue  
SSCB Designated Child Protection Manager (Group 5) June 2015  
SSCB Prevent Duty Awareness Training: September 2015**

**Deputy Designated Safeguarding Lead (DSL): Mrs Jennifer M Morris.  
HSCB Designated Child Protection manager (Group 5): June 2015  
SSCB Child Sexual Exploitation: June 2013  
SSCB Domestic Abuse: April 2015  
HSCB Safer Recruitment: June 2015**

**Early Years Designated Safeguarding Lead: Mrs Nicola Marshall  
(Child Protection Training; Newly Appointed Designated Staff/Headteachers. 28<sup>th</sup>  
June 2016)**

## **Policy Statement**

The governors and staff fully recognize the contribution the school makes to Safeguarding children. We at Moor Park recognize that it is our objective and our duty to safeguard from harm, and actively to promote the welfare, of each individual child. We recognize that the safety and protection of all children is of paramount importance and that all members of the school community including staff, parents and volunteers have a full and active part to play in protecting children from harm. Safeguarding provision will reflect the significant features of the school. The school will have particular regard to the age of the children in its care and the particular demands of the boarding environment including the potential of abuse by peers and the less formal relationship between children and staff created by the boarding environment. This policy will be reviewed annually at the October Governing Board meeting and signed off by the Chairman of Governors.

We believe that the school should provide a caring, positive, safe and stimulating environment, which promotes all children' social, physical, emotional and moral development.

Moor Park prides itself upon being an 'open' school, in which children (and adults) feel secure, where they are encouraged to air their views and opinions. The Child Protection Policy seeks to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum and school life. We believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognize that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Children Board (SSCB) procedures and acknowledge that the welfare of the child is paramount.

At Moor Park it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect regardless of whether or not the child concerned attends our setting and make a referral without delay if necessary.

Staff will be made aware of the importance of children receiving the right help at the right time to address risks and prevent issues escalating and the importance of acting on and referring the early signs of abuse and neglect, radicalization, keeping clear records, listening to the views of the child, re-assessing concerns when situations do not improve, sharing information quickly and challenging inaction. Staff must be alert to any issues in the child's life at home or elsewhere.

Vigilance in raising concerns about inappropriate behaviour by staff, parents, visitors and children is encouraged at Moor Park. While the normal procedure is to report any concerns to the DSL, any member of staff, parent, or associate of the school can make a referral direct to the local authority (Shropshire Social Services, or Police/Social Care). We work in partnership with children, young people, their parents, carers and other agencies in accordance with SSCB procedures. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014, Keeping Children Safe in Education July 2015 and the Compulsory Childcare Register and

Working Together To Safeguard Children March 2015, a copy of this has been downloaded to refer to and is kept in the policy file.

Moor Park understands that the normal referral process is available where there are concerns about children who may be at risk of being drawn into terrorism (ISSR's 2014). See also the Prevent Duty risk assessment.

### **AIMS:**

- ❖ To encourage all children towards a positive self-image.
- ❖ To help children view themselves as part of a community and, by example, to nurture children's abilities to establish and sustain relationships with families, peers, adults and the world outside.
- ❖ To provide time, space and opportunities for children to explore, discuss and develop the key concepts of Child Protection and welfare openly with peers and adults, in a secure environment.
- ❖ To equip children with appropriate tools to make reasoned, informed choices, judgments and decisions.
- ❖ To establish and maintain procedures so that all school staff know how to act if they have concerns or need support regarding a particular child.
- ❖ To keep the school well informed about Child Protection issues and to provide access to outside agencies when required, in compliance and alliance with the Shropshire Local Safeguarding Children Board

### **MEANS:**

- ❖ By providing adequate and appropriate staffing (including full time, part-time staff) and resources to fulfil the children's needs.
- ❖ By ensuring that all staff are familiar with the definitions, signs and symptoms of abuse or neglect stated in Working Together 2015 as stated in this policy (summarized below) and understand their respective responsibilities.
- ❖ By creating an environment within the classroom/school in which every child is valued as a member of the community. All members of the community should be sensitive and responsive to the needs of others.
- ❖ By allowing a variety of opportunities, appropriate to the age of the children, for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- ❖ By integrating the key concepts of Child Protection with the existing curriculum, allowing for continuity and progression through the school. Pupils are educated in matters relating to safeguarding and E-safety through our PSHEE and ICT programmes of study. See these policies for details of how the school educates children in this area.

- ❖ The school will differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those (such as children in need) who are in need of additional support from one or more agencies; this might include a referral to Early Help. The former will follow the referral procedures outlined below. The latter will follow a common assessment framework leading to inter-agency assessment via the SSCB.
- ❖ By providing resources and materials for Child Protection within the school.
- ❖ By operating safe recruitment procedures (refer to separate policy).
- ❖ This policy is available to all staff and parents.

## Counselling and Communication

It is a primary aim of the school that the children have every possible opportunity to relate any worries or concerns to as wide a range of people in school as possible. This range encompasses all staff (teaching, or otherwise) but may apply particularly to the boarding staff, the Tutor/ Class teacher, the Doctor, Independent Listeners, Counsellors or various agencies via the telephone. Children have a voice in the running of the school through the School Council. At the start of each school year, children are reminded of the need to pass on serious concerns and record the name of the DSL in their planners. Mr Charles Minogue, Headmaster, is the Designated Safeguarding Lead (DSL) who is obliged to communicate with the Social Services Department or other relevant agencies about any child protection issues. There is good liaison between the school and the local Social Services Department (see 'Key Contacts') ensuring multi-agency communication and involvement. This policy complies with locally agreed inter-agency procedures.

## Counselling

The school's independent listeners and their names and numbers are listed in the school diary and key locations around the school.

Through the pastoral systems of the school, if it is felt that an individual child needs a course of counselling we employ the services of Harriet Gordon, Counsellor: The school refers families to Harriet Gordon (Metanoia Institute Diploma in Person-Centred Counselling - BACP Accredited - July 2007; Middlesex University - Bachelor of Arts Person Centred Counselling - June 2012) who holds an up to date DBS certificate through the school.

The numbers of other agencies (e.g. Childline and Social Services / NCSC / CSCI) are kept by the children's 'phones. See 'Key Contacts'

## Pupil Welfare ~ Recording and Reporting Systems

- ❖ Concerns about children are recorded in the 'Welfare Book', which is kept in the Staff Common Room. Though there is much discussion among staff about individual children, the book is a good way of collating a number of different observations by various staff. Similarly the 'Conduct Book' is used to record incidents of:

uncharacteristic behaviour from an individual (good or bad); unacceptable behaviour and any sanction imposed.

- ❖ Individual children are often discussed at weekly staff ('Pastoral') meetings.
- ❖ 'Chapter' ~ a daily meeting at 0805 at which pupil concerns may be raised.
- ❖ There is a 'Boarding Diary' in which information is recorded as witnessed in the boarding environment, though any significant concerns are recorded in the Welfare Book for the reference of all staff.
- ❖ Concerns about Pre-Prep School children are recorded in the Pre-Prep School Day Book, which is kept in a locked cupboard in the Pre-Prep School and checked regularly by the Head of Pre-Prep School and any issues reported to the EYDSL. Individual children are also discussed at weekly Pre-Prep School meetings.
- ❖ Pastoral Plans are stored on children's profiles on School Manager. Any child deemed to have specific social issues have a plan and are updated by Form Teachers and Tutors.
- ❖ Partnership with Parents – In general any concerns will be discussed with parents and agreement sought to making a referral unless such a decision would place the child at an increased risk of significant harm. (SCCB Guidelines 2015)
- ❖ Half termly meetings are held to collate information about children on 'watch list'.
- ❖ Suggestion box in Stone Hall to express concerns anonymously.

### In addition:

- ❖ The Local Authority Designated Officer (LADO) will be involved in the management and oversight of individual cases as appropriate. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- ❖ Any allegation should be reported immediately to the DSL (or the Deputy DSL of the school in the DSL's absence). The LADO should also be informed within one working day of all allegations that come to the school's attention or that are made directly to the police. Any referral should be followed up in writing within two working days. Where a child is considered to be in immediate danger then the police will be contacted by telephoning 999.
- ❖ The DSL will give due weight to the views of the LADO and to the policy when making a decision about suspension.
- ❖ If the school removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the school must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral.
- ❖ Ensuring pupil welfare is the responsibility of the whole school community and that anyone is able to make a referral using the contact details in this policy which is readily available.

### Designated Safeguarding Lead (DSL)

The DSL is appointed by the Governing Body. Mr Charles Minogue (Headmaster) is the Designated Safeguarding Lead (DSL). He is responsible for safeguarding and promoting the welfare of the children. His duties are listed below. In general, the Designated Safeguarding Lead (DSL) carries out these duties in conjunction with the Deputy Head, Mrs Jennifer Morris, who is the Deputy DSL; however, the Designated Safeguarding Lead (DSL) has the authority to act autonomously and without reference to the Deputy Head.

The DSL' full job description is to be found on the staff file but, briefly he is responsible for:

- ❖ Safeguarding and promoting the welfare of the children;
- ❖ The first point of contact in any referrals to Social Services, managing any such referrals and for any matters relating to the Prevent Duty, working with other people and agencies as required;
- ❖ The co-ordinating and updating of Child Protection policy, procedure and training for all staff, raising awareness of safeguarding issues in the school;
- ❖ To oversee and coordinate the school's implementation of the Prevent Duty, attending training and providing training to other staff on this and wider Safeguarding issues;
- ❖ Liaising with the Governing Body as appropriate (see below)
- ❖ Advising and acting upon all suspicion, belief and evidence of abuse;
- ❖ Monitoring the storage and confidentiality of records relating to child protection: all concerns, discussions and decisions and the reasons for those decisions will be recorded in writing. This enables patterns in behaviour to be monitored.
- ❖ Keeping the Deputy Head fully informed of any child protection concerns;
- ❖ Liaison with the local statutory children's services agencies and the LSCB.
- ❖ Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay including working with the LADO in the event of a substantiated allegation against a member of staff to determine whether there are any improvements to be made to the school's procedures or practice.
- ❖ Liaising with SMT over the school's safe recruitment procedures\* which can be found in the school's recruitment and procedure policy document;
- ❖ Liaising with SMT over the school's education trips policy, in particular the portion relating to checks of staff suitability in the case of a residential trip;
- ❖ Ensuring that the school reports to the Disclosure & Barring Service (DBS) promptly any persons whose services are discontinued because he or she is considered unsuitable to work with children.
- ❖ Ensuring that consideration is given to making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate because of "unacceptable professional conduct", conduct that may bring the profession into disrepute or a conviction at anytime for a relevant offence.
- ❖ Ensuring that safeguarding records for a child are passed to their next school when they leave Moor Park.
- ❖ Being available during term time for colleagues to discuss safeguarding concerns. If away from site and during school holidays the DSL will be available via phone and e-mail in case of emergency.

The role of the DSL may also involve:

- ❖ Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.
- ❖ Gathering any additional information, which may have a bearing on the allegation, for instance: previous concerns, care and control incidents etc.
- ❖ Reviewing records on a regular basis to identify possible patterns of abuse.
- ❖ Providing the subject of the allegation with information and advising them to inform their union or professional body
- ❖ Attending strategy meetings where required
- ❖ Ensuring that risk assessments are undertaken where required

- ❖ Should an allegation be unfounded, give consideration to a referral either to Children and Young People Services or the Police if the allegation is deemed to be deliberately malicious or invented.
- ❖ Informing Ofsted of any allegations of abuse made against a person working in the setting, or any other abuse alleged to have taken place on the premises.

Mrs Nicola Marshall (Director of Tick Tock) is the designated practitioner to take lead responsibility for safeguarding children within Early Years Foundation Stage, liaising with local children's agencies. The EYFS designated practitioner liaises with the DSL to support him in his duties as above as well as assisting in completing Safeguarding Audits in line with SSCB requirements.

### Designated Leads:

- ❖ have their roles explicitly defined in their job descriptions.
- ❖ are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

### Duty to Refer

Staff should pass any safeguarding concerns directly to the DSL. The DSL (or Deputy DSL in the DSL's absence) has a duty to refer any concerns to the LADO if the child is considered to be at risk (in immediate danger of abuse) and to the Initial Contact Team if the child is considered to be in need of intervention at a lower level or to Early Help (see below). Any referrals to the LADO should be made within one day (to eradicate unnecessary delays) of the DSL becoming aware of the allegation, where it is alleged that a person who works with children including volunteers has:

- ❖ behaved in a way that has harmed a child, or may have harmed a child/ whether the alleged abuse occurred on or off the premises.
- ❖ Possibly omitted a criminal offence against or related to a child
- ❖ Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one to one attention beyond the requirements of their usual role; or
- ❖ Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.
- ❖ Responsibility also includes reporting applications to work or volunteer with children and young people from adults who are barred from doing so.
- ❖ The school will not undertake their own investigations of allegations without prior consultation with the LADO or in the most serious cases the police.

The LADO should also be informed of any allegations that are made directly to the police or the Initial Contact team.

It is mandatory for staff to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has good reason not to, they should consider and discuss such a case with the school's DSL and involve children's social care as appropriate. If an act of FGM is merely suspected or if a member of staff considers that a girl

could be at risk from an act of FGM, they should contact the DSL who will follow the school's safeguarding procedures, involving children's social care as appropriate.

In the case of children identified as being at risk of radicalisation, Moor Park will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. An effective engagement with parents is essential in cases of radicalization.

## Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

All staff have a responsibility to raise concerns and suggest Early Help interventions for children. Staff should be particularly aware of children who fall into the following categories as they may be in need of Early Help:

- Disabled and have specific additional needs
- Special educational needs
- Young carers
- Showing signs of engaging in anti-social or criminal behaviour;
- Family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence
- Returning home to their family from care
- Showing early signs of abuse and/or neglect.

If a staff member has concerns about any child and feels that they would benefit from an Early Help intervention, they should speak to the DSL as soon as possible. The DSL will discuss the circumstances of the case with the staff member and take the appropriate action; this may include:

- Asking the member of staff to monitor the situation closely
- Involving other professionals in school or the school councilor
- Asking the parents' and/or child's permission to undertake an Early Help Assessment through the local authority. Written consent from the parents would normally be asked for by the DSL; verbal consent would be sought from a child. See below for the action to be taken if no permission is given.

Staff may be asked to be involved in liaising with any outside agencies who become involved with a child. The lead professional in any Early Help assessment would coordinate the response. Lead professionals should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family. School staff and the DSL should be pro-active in passing on any changes in behaviour or circumstances to a child who is the subject of an Early Help assessment. Such changes should be passed to the Lead Professional as soon as possible.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers
- It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- Local authority children's social care should set out the process for how this will happen
- If parents and/or the child do not consent to an early help assessment, then the lead professional/DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary

If at any time it is considered that a child might be a child in need as defined by the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care and/or the police. This referral can be made by any professional but staff should inform the DSL as soon as possible if such a referral has been made unless the DSL is subject of an allegation.

## **Allegations against the Headteacher (DSL)**

Where an allegation is made against the Headteacher the person receiving the allegation must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO) without informing the Headteacher.

The role of the Named Governor for Child Protection shall include: Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

For Shropshire Schools the contact is Shropshire Council's Initial Contact Team on 03456 789021.

The Governing Body will, at their October meeting, undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

## **Responsibilities:**

The governing body will:

- ❖ Appoint a trained link governor(s) for Child protection. Currently this is Dr Judy Whitmarsh who will attend training/updates every three years. The Child Protection Governor will take leadership responsibility for safeguarding arrangements.
- ❖ Looked after children, named: Dr Judy Whitmarsh.
- ❖ Maintain and receive reports from the Safeguarding Committee (comprising two governors, Headmaster, Deputy Head).

- ❖ Will ensure that the school has a child protection policy and procedures in place, operates safe recruitment procedures for dealing with allegations against staff and volunteers that are in accordance with Shropshire Council, Safeguarding, People's Services Directorate, SSCB procedures, DoFE and ISI Guidance and the Independent School Regulations. A link to the SSCB website is to be found later in this policy.
- ❖ Governors will ensure that all staff members undergo safeguarding and child protection training at induction, that their training is regularly updated in line with advice from the LSCB, and that they receive child protection updates at least annually.
- ❖ Governors will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities
- ❖ Governors will recognise the importance of information sharing between professionals and local agencies. They will ensure that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- ❖ Monitor adequacy of resources committed to child protection, and the staff and governor training profile.
- ❖ Recognize that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- ❖ Make sure that the child protection policy is available to parents on request.
- ❖ Ensure that this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drugs, in order to promote safeguarding. Governors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

## Recruitment Procedures

The procedure includes the following: Moor Park application form, two referees, use of the Moor Park reference proforma and child protection questionnaire as applicable, reference authenticity check, proof of identity, enhanced DBS disclosure, checks against the Prohibition (teaching staff) and Prohibition from management (Section 128) lists, interview notes, proof of qualifications and medical declaration. In addition, we have a procedure to follow when clearance documentation is unavailable prior to the employment start date. Further details can be found in the school's recruitment policy and procedure policy document.

All staff who are appointed to a position in the school are subject to recruitment checks in line with the Independent School Standards Regulations 2014.

An enhanced criminal records disclosure is also obtained in respect of every person aged 16 or over who lives on the premises on which the childcare is provided.

It is our policy to report to the Disclosure & Barring Service, within one month of leaving, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

We comply with the Safeguarding and Welfare requirements in the statutory Framework for the Early Years Foundation Stage 2014 and the compulsory childcare register in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure no disqualified or unsuitable person works with or has access to the children. This

includes disqualification by association where a registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified or because they live in the same household where a disqualified person is employed.

Staff complete a self-declaration to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

Moor Park will make a referral to the Disclosure and Barring Service where a member of staff (paid worker or unpaid volunteer) is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm, thus meeting our responsibilities under the Safeguarding Vulnerable Groups Act 2006. It is an offence to fail to make a referral.

## **TEN KEY STEPS TO FOLLOW IF YOU SUSPECT (OR ARE TOLD OF) ABUSE**

- ❖ Adults looking after children or young people in schools (or in residential establishments or youth organisations), should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.
- ❖ Adults (staff or volunteers) in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:
- ❖ Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
- ❖ If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else (it is what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards!). If you do not have the means to write at the time, make notes of what was said as soon as possible afterwards. All notes should be given to the DSL. It is important – when possible- to write down the child's exact words.
- ❖ Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.

- ❖ Do not ask leading questions that might give your own ideas of what might have happened (eg, “did he do X to you?”) – just ask “what do you want to tell me?” or “is there anything else you want to say?”
- ❖ Immediately inform the DSL (unless they are themselves accused or suspected of abusing) – do not tell other adults or young people what you have been told. In the absence of the DSL, speak with the Chairman of Governors. You may also refer directly to the Local Authority. This may also be done if you feel the DSL is not taking your concerns seriously although in the majority of cases you would refer to the DSL in the normal way. The DSL should be informed immediately if a referral is made to the local authority unless they are themselves the subject of an allegation.
- ❖ Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
- ❖ Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people, etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings
- ❖ As soon as possible (and certainly the same day) the DSL (and in DSL’s absence the Deputy DSL) will contact the LADO and follow their advice about what to do next.
- ❖ If for any reason you are unhappy with the course of action decided upon by the DSL, speak with a senior colleague, or you may of course contact the Social Services yourself (see ‘Key Contacts’). You may wish to ask for advice, without being specific about the concern. The advice might be that the matter should be referred to the Social Services, with the possibility of the involvement of core group agencies such as the police or medical services.
- ❖ Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.
- ❖ Children and young people often tell other young people, rather than staff or other adults, about abuse. Be prepared to listen to a third party.
- ❖ When dealing with the very young children it is important to recognize that they will not always be able to verbalize or understand what is happening. Staff will need to use their knowledge of the child along with observations (using the signs of abuse) to monitor the child’s well-being and highlight concerns.
- ❖ Additional barriers can exist when recognising abuse and neglect in children with Special Educational Needs. This can include: (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and (c) communication barriers and difficulties in overcoming these barriers.

## Guidance to Staff on prudent conduct to avoid allegations of abuse

- ❖ If speaking to an individual pupil in a room, staff should either leave a door open or position themselves so that they can be seen through either a window or glass in the door.
- ❖ Staff should not meet individual children in private accommodation under any circumstances with the exception of the House Parents and Matrons for compassionate reasons when a child is distressed.
- ❖ The school nurse or Matrons may see a boy/girl on his own for medical reasons.
- ❖ Staff may meet three or more children in private accommodation when specific permission is given by the Head, at least two staff are present and the visit is logged by the Head.
- ❖ Staff should not communicate with children on a private or social basis either by e-mail or through social networking sites. The communication of purely academic work by e-mail is acceptable.
- ❖ Staff should not convey an individual pupil by car for any reason other than a medical appointment, medical emergency, taking a child to the airport, or for a school visit. All such circumstances should be known and logged. The Matrons may convey an individual pupil in order to purchase uniform items such shoes or to have a haircut.
- ❖ Staff should be aware that any form of physical contact with a pupil has the potential to be misconstrued and could result in an allegation. However, when looking after children in the 2.5 to 13 age range, it is recognized that there can be occasions when physical contact is appropriate in exercising compassionate pastoral care. Where such contact is appropriate, for instance when a child is injured or in considerable distress, staff should ensure that they are clearly visible to other adults or children to avoid any possibility of their actions being misconstrued. Please refer to Code of Conduct for staff.
- ❖ Certain staff such as music instrument teachers and sports coaches will require specific guidance as a result of the nature of their particular role. This will be provided during induction and by reference to the Staff Code of Conduct.
- ❖ Staff must be aware that any contact with children via social media is prohibited.

## Responding to allegations against Designated Lead, staff or volunteers

If an allegation of inappropriate behaviour is made against a member of staff or a volunteer relating to a child, or that abuse may have taken place on the premises, the designated practitioner or manager will follow the procedure for responding to disclosure or concern (see above). Information about the allegation will be passed to the Local Authority Designated Officer (LADO) at Shropshire Council within one working day, and if necessary the Disclosure & Barring Service.

Once the case has been considered and discussed with the LADO, we will follow their advice as to whether or not to suspend the individual.

If advised to do so, the member of staff will be suspended on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. In the case of live in boarding staff, alternative accommodation off site will be provided. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

The school will make every effort to maintain confidentiality and guard against unwanted publicity. This does not apply where the accused person is charged with an offence or the DFE/NCTL publish information about an investigation or decision in a disciplinary case.

It is our policy to report to the Disclosure & Barring Service, within one month of leaving, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the NCTL where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a Prohibition order may be appropriate; because of “unacceptable professional conduct”, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

If an allegation is made against the Designated Lead the person receiving the allegation should contact the Chairman of Governors without consulting the DSL and notify the LADO.

## The role of the LADO (Local Authority Designated Officer)

- The role of the LADO is set out in Working Together To Safeguard Children (2015) and is governed by the authorities duties under section 11 of the Children Act 2004.
- The LADO is responsible for:
  - Providing advice, information and guidance to employers and voluntary organizations around allegations and concerns regarding paid and unpaid workers.
  - Managing and overseeing individual cases from all partner agencies.
  - Ensuring the child’s voice is heard and they are safeguarded.
  - Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
  - Monitoring the progress of cases to ensure they are dealt with as quickly as possible.

Recommending a referral and chairing the strategy meeting in cases where allegation requires investigation by police/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist you in deciding whether you need to make a referral and/or take any immediate management action to protect a child. In Shropshire, the Local Authority Designated Officer (LADO) can be contacted on: 03456 789021

## Adult Roles

All staff are made aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child’s life at home or elsewhere. We ensure that all staff members undergo an induction process, which includes reference to the Child Protection Policy, Keeping Children Safe in Education and Staff Code of Conduct, the identification and role of the Designated Safeguarding Lead. They are given copies of the procedures they must follow if they suspect abuse or neglect and instructed

on how to put these procedures into practice. In cases of pupil on pupil abuse the DSL must be informed immediately and referral made to the LADO as required. In these circumstances all children involved, whether perpetrator or victim, will be treated as being at risk. The DSL is responsible for updating staff on procedures under the Prevent Duty to prohibit radicalisation. On-going support is provided through regular supervision, appraisals and SSCB approved safeguarding awareness training every 3 years.

**The practitioner designated to take lead responsibility for safeguarding and Child Protection issues is: Mr Charles Minogue**

## Recruiting Staff

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our recruitment policy).

Job adverts and application packs make reference to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014, including disqualification of staff under the Childcare Act 2006 and the Prohibition of Teaching Staff under the requirements of the Education Act 2011 and the Compulsory Childcare Register in respect of references and Enhanced Disclosure & Barring Service disclosures for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes in to the premises so that no unauthorised person has unsupervised access to the children.

All staff who are appointed to a position in the school are subject to recruitment checks in line with the Independent School Standards Regulations 2014 and EYFS 2014 Suitable People 3.9, 3.10, 3.11, 3.12, 3.13.

Assurance is gained that staff of other organisations that supervise the school's children on sites other than the school's site have been appropriately checked for suitability.

## Training, Professional Development and Improvement

- ❖ Moor Park is committed to training, professional development and ongoing improvement.
- ❖ All staff are required to confirm that they have read and understood Part I of the latest version of Keeping Children Safe in Education. The School ensures that all staff understand the document by providing training when changes occur and when new staff join the school. Records of such training are kept in the Bursar's Office. Safeguarding updates are provided as necessary throughout the year but staff are always reminded of the key parts of the policy as part of the September INSET training. This annual training provides staff with an opportunity to ask questions about the policy and suggest amendments. Our weekly pastoral meeting provide more opportunity for staff to discuss the School's Safeguarding arrangements as necessary.
- ❖ Safeguarding and promoting the welfare of children is everyone's responsibility. No single professional can have a full picture of a child's needs and circumstances. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- ❖ Temporary, part-time staff, contractors and volunteers are all given a Safeguarding induction with the DSL before starting work which includes advice on how to deal with any Safeguarding concerns they might have. The School takes a proportional, risk-based approach to the level of information that is provided to temporary staff and volunteers.
- ❖ The Designated Lead undertakes local LSCB child protection training and updates every 2 years. The training will cover locally agreed procedures and includes inter-agency working protocols and training in the LSCB's approach to Prevent duties. This will be cascaded to colleagues.
- ❖ All staff including the Head, Peripatetic and Part-time staff undertake child protection training through their mandatory induction (and specifically covers Staff Code of Conduct, Whistleblowing Policy & procedures. Identity and functions of DSL's and a copy of Part I of KCSIE) and every three years by an external trainer approved by the Local Safeguarding Children Board, Social Services or one of the school's professional associations. This schedule is in line with advice from SSCB.
- ❖ The DSL undertakes Prevent awareness training and provides advice and support to other staff.
- ❖ All teaching staff and Governors undertake Channel General Awareness online training.
- ❖ The Child Protection Policy and its implementation is reviewed annually by the governing board or more frequently, depending on experience, current concerns or changes to government policy.
- ❖ The Training, including multi-agency training undertaken in the last 3 years will be reported including:
  - **A report of the school's training needs assessment, presented to the governors annually so that they can ensure that training is appropriately provided for all staff.**
  - **The training register, kept to indicate when staff and governors have been trained.**
  - **Safer recruitment training led by NCSL or other recognized body has been attended by:**

**Jennifer Morris: June 2015**

## Working Together - Definitions of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the Internet. They may be abused by an adult or adults, or another child or children. Radicalisation is considered as a form of abuse. Children exposed to radicalisation will be treated as children in need as described above. With reference to learning from serious case reviews: most children suffer harm from within their own families or from someone they know and with whom they have formed a relationship.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. This would include Female Genital Mutilation (FGM) referring to procedures intentionally alter or cause injury to the female genital organs for non-medical reasons.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional abuse

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

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 the 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 (inc Sexual Exploitation)

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

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

These are also available in the Shropshire Safeguarding Children Board guidance which is accessible online at [www.safeguardingshropshireschildren.org.uk](http://www.safeguardingshropshireschildren.org.uk)

## Radicalisation

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It would also include calls for the death of members of our armed forces whether in this country or overseas.

## Peer on Peer Abuse

Moor Park is alert to the fact that peer-on-peer abuse, involving the physical, sexual and/or emotional abuse of young people by one or more of their peers, of either sex, is a potential safeguarding issue. Staff are made aware of the possibility of this form of abuse through annual refresher training and our pastoral systems allow for careful monitoring of relationships in the school. In the case of such a concern, referral would be made to the relevant external safeguarding agency (LADO at Shropshire Council), and the protocol followed by the DSL, as above. Moor Park understands that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as "at risk" and supported appropriately. This support might include an Early Help referral or other additional support. Such abuse should never be passed off as "banter" or "part of growing up". All of the above should be read in conjunction with the school's Anti-Bullying and Behaviour Management policies.

Sexting is a form of Peer on Peer abuse. If staff become aware of an allegation of sexting they should immediately inform the DSL. Staff should be aware of the DfE advice on searching, screening and confiscation before undertaking any such action:

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf))

If it is considered that a child, whether perpetrator or victim, is at risk of serious harm as a result of abuse being discovered then the case should be referred to the appropriate authorities by the DSL. Regular work in IT and PSHCE lessons on cyber-bullying helps to prevent such abuse happening.

## Signs of Abuse

- Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- These may include:

- Significant changes in children's behavior
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- Inappropriate behavior displayed by other members of staff, or any person working with children

Signs of abuse can present in various ways and may include:

### Physical Abuse

- Any injuries not consistent with the explanation given for them.
  - Injuries which occur to the body in places which are not normally exposed to falls or rough games.
  - Injuries which have not received medical attention.
  - Reluctance to change for, or participate in, games or swimming.
  - Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- 
- The child gives inconsistent accounts for the cause of injuries.
  - Frozen watchfulness.
  - Sufficient absence from school to allow FGM time to heal.

### Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.
- Eating disorders such as anorexia or bulimia.

### Emotional Abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep or speech disorders.

- Negative statements about self.
- Highly aggressive or cruel to others.
- Extreme shyness or passivity.
- Running away, stealing and lying.

## Neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice.
- Clothing that is dirty, too big or small, or inappropriate for weather conditions.
- Frequently left unsupervised or alone.
- Frequent diarrhea.
- Frequent tiredness.
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to.
- Frequently hungry.
- Overeating junk food.

## Radicalisation

- Spending increasing time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day to day behavior becoming increasingly centered around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology.
- Possession of material or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause/ ideology.
- Communications with others that suggest identification with a group/cause/ideology.

## Child Missing

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse or neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future. See also the Missing Child Procedure and Admissions Policy.

## Important Contacts

These contact details for local agencies are provided for any staff, parent or other persons to use. Anyone, not just a member of staff can make a referral.

Headmaster/Designated Safeguarding Lead Mr Charles Minogue	01584 876061/872342
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Early Years Designated Safeguarding Lead Mrs Jennifer Morris	01584 876061/872342 07790 317383
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<b>SHROPSHIRE</b>	
Shropshire Council Initial Contact Team (via the Customer Service Centre)	03456 789021
Local Authority Designated Officer (LADO)	03456 789021
Support with Safeguarding Policies & Procedures	07990 087061
Children's Centre (Craven Arms)	01588 673873
Shropshire LSCB website <a href="http://www.safeguardingshropshireschildren.org.uk">www.safeguardingshropshireschildren.org.uk</a>	
Emergency Social Work Duty Team (After 5 pm and at weekends)	03456 789040
<b>COMPASS</b>	
Includes consultation with an Early Help Advisor or CAHMS Advisor; Early Help Implementation Enquiries; And to check if an EHAF has already been completed by another professional.	03456 789021
Prevent Lead – not yet appointed (through Initial Contact Team)	03456 789021
<b>HEREFORDSHIRE</b>	
Hereford Initial Contact Team (Out of hours)	01432 261628 01905 768020
Local Authority Designated Officer	01432 260940
Herefordshire Children's Board	01432 260100
Emergency Social Work Duty Team after 5pm and at weekends	03456 789040
Consultation with an Early Help Advisor	03456 789021
COMPASS.... For Early Help	03456 789021
Prevent Lead -	01432 383628
<b>WORCESTERSHIRE</b>	
Children's Social Services	0845 6072000
Worcs Safeguarding Board	01905 752803
Prevent Lead – not yet appointed	
Ofsted (General helpline)	0300 123 1231
Ofsted (Whistleblower helpline)	0300 123 3155
NSPCC 24 hour helpline	0808 8005000
NSPCC Whistleblowing Advice Line	0800 0280285
Police	
Police Public Protection Unit	0300 333 3000
Police – Emergencies	(9)999

Police – non emergency

101

DFE Helpline

02073407264

Childline

0800 1111

Counter – extremism

counter-extremism@education.gsi.gov.uk

RIDDOR (all incidents may be reported online,  
telephone service for fatal and major injuries only)

www.hse.gov.uk

0845 300 9923

Canon C Walsh (Independent Listener)

01584 872906

Mrs Marion Badham (Independent Listener)

07947 806186

Major General A Denaro (Chairman of Governors  
Contact via school)

01584 876061/872342

Dr J Whitmarsh (Chairman of Safeguarding Sub-Committee)

01584 831284

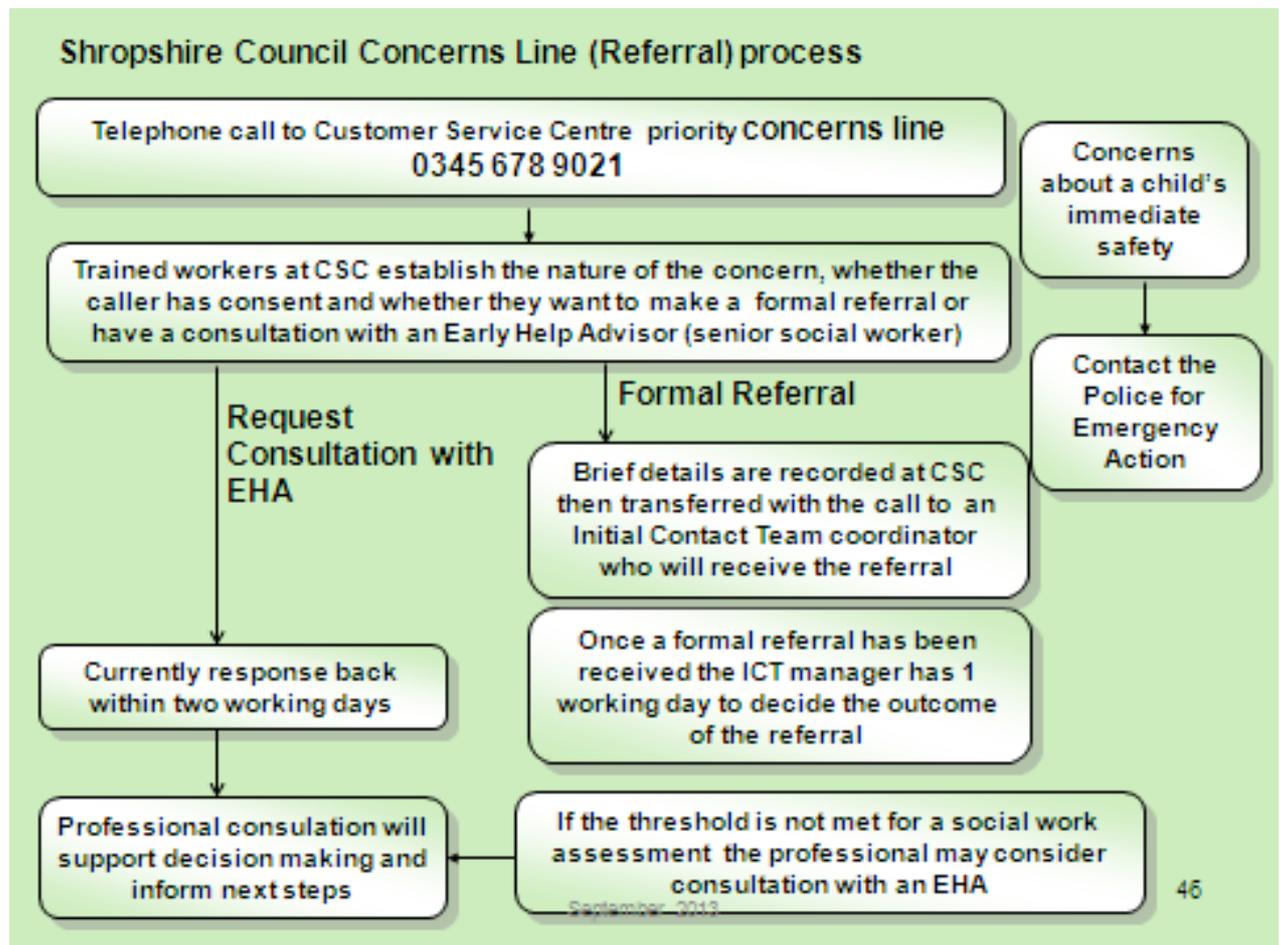
Boarding Standards contacts

The Office of the Children’s Commissioner

0800 5280731

www.childrenscommissioner.co.uk

## Responding to concerns



## Responding to disclosures

If there is a concern about a child's safety e.g. risk of abuse or harm, including one or more children abusing another pupil, a referral will be made or advice sought from Shropshire Council's Initial Contact Team (LADO). The Designated Officer is not required to seek consent from the parent or child concerned before referral.

This referral will be made without delay. The name of the officer to whom details are given will be recorded. This will be followed up in writing within two working days. Where a child is considered to be in immediate danger then the police will be contacted by telephoning (9) 999. Referrals will be made even if the child concerned is already known to Children & Young People's Services. Careful consideration will be given to any other children who may also be at risk such as siblings or peers, (whether or not they attend our setting), and the Initial Contact Team will be made aware of these concerns. All 'known' cases of FGM involving victims under 18 will be reported to the police by telephoning (9)101.

All staff are aware of the referral process and are able to make a referral in the absence of the Designated Lead for Safeguarding or the Leader/Manager.

If the Designated Lead is unsure whether or not the concern meets the threshold for child protection he/she will make reference to the SSCB Threshold Criteria and discuss the concern internally.

Any concerns that require further consideration will be discussed with an Early Help Advisor, who will get back to the DSL within 48 hours. If the concern is thought to be too urgent to wait 48 hours for discussion it will be referred to the Initial Contact Team as a Child Protection Referral.

If a child is considered to be at risk of neglect, the SSCB Neglect Strategy and Toolkit will be used to record concerns over time and submitted to the Initial Contact Team as evidence.

It is not our responsibility to attempt to investigate the situation, which is the role of the Police and Shropshire Council's Child Protection Team.

We will continue to offer support to the family on an on-going basis.

## Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the lead practitioner and recorded. All records will be stored in a separate confidential file in a locked, secure place with restricted access.

Records will be retained for at least six years and then destroyed, or handed on to the Designated Safeguarding Lead (DSL) in the next organisation if advised to do so.

Information is shared as necessary with confidentiality maintained. We will follow the guidance on information sharing set out in the HMG 2015 guide 'Information sharing: advice for Practitioners providing safeguarding services to children, young people, parents and carers' and in the HMG 2015 guide 'What to do if you are worried a child is being abused'.

When information is being accumulated prior to possible referral it will be reviewed by the designated practitioner at appropriate intervals and at each review a decision will be made as to whether or not to refer and the reasons recorded.

Records will include;

- Full name, date of birth and home address of child
- details of parent child normally lives with
- all concerns/ nature of injuries with dates / times / location (you may wish to use a body map to record the site of injuries)
- exact words used by child if disclosure made and name of others present
- observations made
- actions taken
- reasons for any decisions
- practitioner's printed name, role and signature, dated and timed
- clearly and concisely written report in a manner that cannot be erased or added to, as soon as possible after the event

## Escalating Concerns

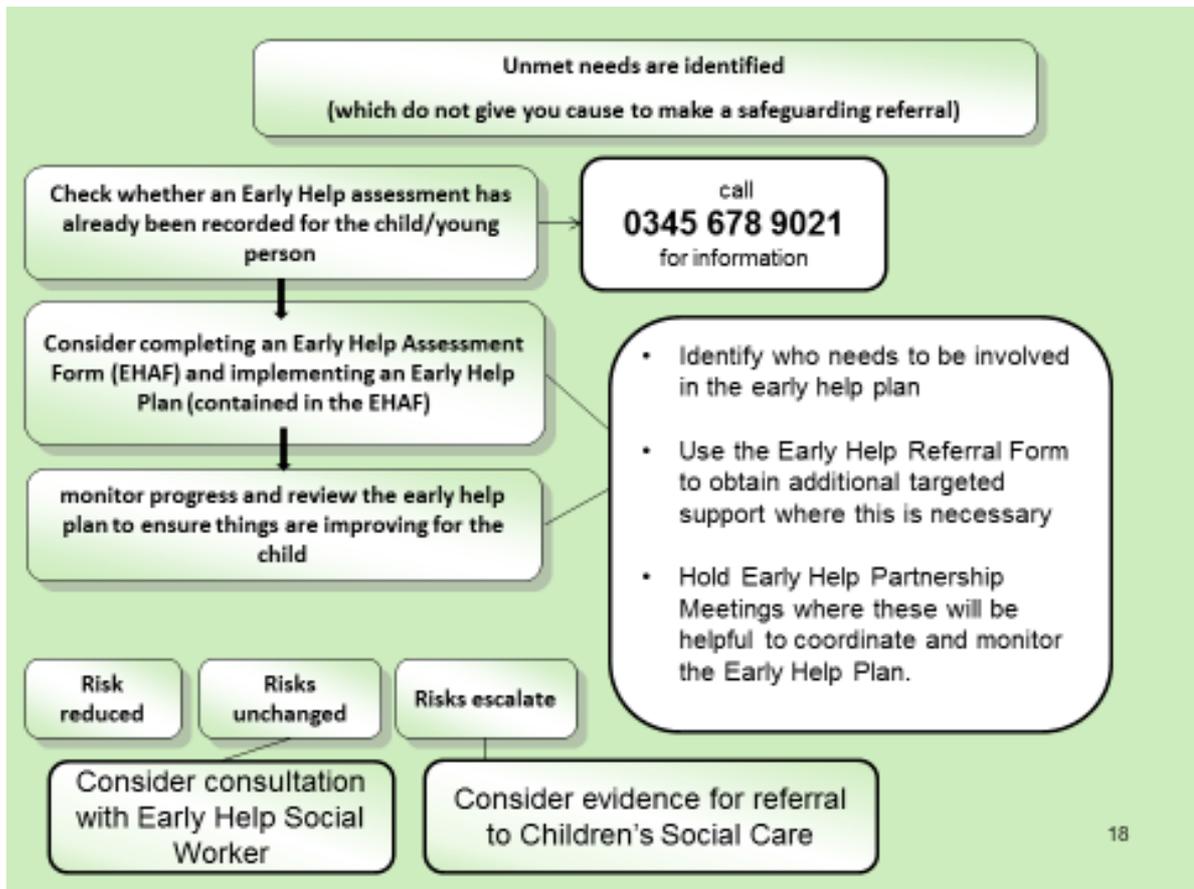
If the Designated Lead for Safeguarding is unhappy with the outcome of the referral they will raise the issue with their line manager. Their line manager should then discuss the concern with the Initial Contact Team manager to try and agree a way forward. If a consensus cannot be reached, the concern can be escalated further following the SSCB's procedure for escalating concerns.

## Follow Up

Shropshire Council has a statutory duty to inform you of the outcome of your referral. If we have not heard anything within 3 working days, we may contact the Initial Contact Team and request this information. This can then be recorded along with the name of the social worker and stored with our referral notes.

## Early Help Offer

Sometimes we may come across situations which are not necessarily a child protection concern but where we think a child could benefit from additional support from outside agencies to ensure they reach their full potential. In this process known as Early Help we would consult fully with parents



## COMPASS

'COMPASS' helps to coordinate existing Early Help Pathways. It does not replace them. Compass is an integrated team approach with CAMHS Senior Primary Mental Health Practitioners, Early Help Advisors (Senior Social Workers) and Family Information Service co-located to triage cases on a daily basis to progress support. Professionals will call compass on 0345 678 9021. For information and guidance (including support with Early Help process and how to access Early Help tools, resources and training) To find out if anyone has recorded that they have done an assessment and provided Early Help to a child/young person. To seek consultation with an Early Help Advisor (Senior Social Worker) or Primary Mental Health Worker. All professionals completing Early Help forms are required to provide copies to COMPASS so that the information can be recorded (with consent) are:

Early Help Assessment (EHAF)  
 Early Help Plan and Review Form  
 Early Help Closure Form  
 Early Help Referral Form

Professionals can make requests for targeted Early Help Support by sending a completed Early Help Referral Form to Compass at:  
 Early Help Compass  
 Mount McKinley

Anchorage Avenue  
Shrewsbury Business Park  
SY2 6FG

All referrals must be accompanied by evidence of need that cannot be met by universal services (usually provided in an Early Help Assessment EHAF) or programmes.

Compass will help children and young people in Shropshire, with a range of needs including mental health issues, receive appropriate and timely support, suitable to their level of need.

Early Help information and forms can be downloaded from [www.shropshire.gov.uk/early-help](http://www.shropshire.gov.uk/early-help).  
Early Help queries can be emailed to [earlyhelp@shropshire.gov.uk](mailto:earlyhelp@shropshire.gov.uk)

## Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. (see the school's Whistleblowing Policy). There is also an advice line which offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.

## Staff Supervision

In order to ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCB approved training.

## Parents

A copy of this policy is made available to all parents prior to their child joining our setting as well as details of the complaints procedure. In general any concerns will be discussed with parents and agreement sought to making a referral unless such a discussion would place the child at an increased risk of significant harm. Parents are requested to notify us of any accidents, incidents or injuries that may affect the child, which will be recorded. Parents are notified of their right to make a referral direct to the local authority, Ofsted or ISI.

## Injuries

All accidents and injuries are recorded and in the Early Years parents sign to acknowledge being informed. Parents/ carers are encouraged to inform staff of any pre-existing injuries which are also recorded with signatures.

Any serious injury occurring in the setting eg. broken bone, is reported to HSE via RIDDOR. This is also reported to Initial Contact Team and to Ofsted (within 14 days)

## Use of Mobile Phones and Cameras

Appropriate use of mobile phones is essential at Moor Park. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children in a secure area accessible only to staff. All staff are made aware of their

duty to follow this procedure, and to challenge anyone not adhering to it. (See MPEY Mobile Phone Policy)

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Moor Park. We take a mixture of photos that reflect the school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children. All adults whether practitioners, committee or volunteers at the setting are made aware of the difference between appropriate and inappropriate sharing of images. (**See MPEY Camera & Social Networking policy**)

## Equality and Diversity

The government set out its definition of British Values in the 2015 Prevent Strategy. This promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs
- Our setting promotes these values via PSHEE and the curriculum to ensure that the protection of children remains paramount.

## Other policies that need to be taken into account are:

- **Anti-bullying and discrimination**
- **PSHE**
- **Drugs**
- **Confidentiality**
- **Behaviour**
- **Special needs**
- **Health and safety**
- **Safe recruitment**
- **Managing allegations**
- **Physical intervention**
- **Social networking & Cyber bullying**
- **Management of Allegations**
- **Intimate Care**
- **Touching**
- **Secure storage of records**
- **Staff Code of Conduct**
- **Whistle blowing**
- **Missing Children**
- **Risk Assessments (Off Site Activities)**

See also the signs of abuse section on pages 13 & 14. Kirklees Safeguarding Children Board.

## Relevant Legislation

**Every Child Matters** five outcomes for children. This states that all children have the right to equal protection from all types of harm or abuse and the child's needs must come first.

**The Children Act 1989 and 2004** - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

Prevent Strategy 2011 – promotion of British values to ensure children are kept safe from radicalisation

All members of staff are familiar with the definitions signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2015.

EYFS Statutory Framework 2014. Section 3 –The Safeguarding and Welfare Requirements.

Department of Education: Keeping Children Safe in Education July 2015.

Counter-Terrorism and Security Act 2015