

Cherry Lane Primary School



Child Protection Policy

CONTENTS

1. SCHOOL STATEMENT ON PUPIL SAFETY AND WELFARE
2. AIMS OF THE POLICY
3. PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN
4. CONFIDENTIALITY
5. RESPONSIBILITIES OF HEAD/DESIGNATED SAFEGUARDING LEAD
6. RESPONSIBILITIES OF SCHOOL STAFF
7. POSITIVE HANDLING
8. APPOINTMENT OF STAFF
9. NON CHERRY LANE STAFF OR VISITORS
10. ALLEGATIONS AGAINST STAFF
11. STAFF TRAINING AND SUPPORT
12. CURRICULUM
13. RECORD KEEPING AND REPORTS
14. COMMUNICATING POLICY TO PARENTS AND PUPILS
15. USE OF MOBILES AND CAMERAS
16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY
17. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

Review: September 2016

Next Review: September 2017

APPENDICES:

1. Definitions
2. Referral flow chart for suspected child abuse
3. Notification of Child Safeguarding Responsibilities for volunteers/governors and occasional visitors to school.
4. Female Genital Mutilation & Child Sex Exploitation
5. Prevent Extremism
6. Private Fostering
7. Form for Cause for Concern
8. Local Safeguarding Children's Board

Review: September 2016

Next Review: September 2017

SCHOOL STATEMENT ON PUPIL SAFETY AND WELFARE










The governors recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. The governors and staff aim to provide a safe school environment that promotes pupil self-esteem and the knowledge that pupil's concerns will be listened to and acted upon.

The governors will also ensure that the school carries out its child protection responsibilities as set out in the Working Together to Safeguard Children 2015. These responsibilities include reporting suspected abuse to the Social Services Department and assisting that Department in acting on behalf of children at risk and enquiring into allegations of child abuse.

The Designated Safeguarding Lead is [Stephen Whitehouse](#). In his absence please inform his deputies: Nicola Fry or Mary Davie

2. AIMS OF THE POLICY

The aims of this school policy are:

-  to raise the awareness of all school staff (including support and ancillary staff) of the importance of child protection, and to report any concerns to the Designated Lead or the Deputies;
-  to ensure pupils and parents are aware that the school takes child safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse, and for dealing with allegations against staff;
-  to promote effective liaison with other agencies in order to work together for the protection of all pupils;
-  to provide a systematic means of monitoring pupils known or thought to be at risk of significant harm;
-  to support all pupils' development through the PSHE curriculum and sex and relationship education (SRE) in ways which will foster security, confidence and independence;
-  to inform children about aspects of risk and relationships with adults;
-  To promote safe practice and challenge poor and unsafe practice.
-  To ensure that all adults working within our school have been checked as to their suitability to work with children; in accordance with guidance given in 'Keeping Children safe in Education' (2016)
-  To ensure staff have access to a copy of Safer Working Practices for Adults who work with Children & Young Persons (2009), guidelines 2015.

Review: September 2016

Next Review: September 2017

3. PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

Our school procedures are in line with guidance issued by the Local Safeguarding Children Board (Hillingdon Safeguarding Children Board – from the Children’s Act 2004), ‘The All London Child Protection Procedures’ ‘Working Together to Safeguard Children’ (2015) and take account of guidance issued by the DFE

The governors will ensure that the policy and procedures for intervention set out in the Staff Training Book form the basis of the schools’ child protection policy and procedures are followed by all staff. The key principle is that:

- ✚ The prime concern at all stages must be the interests and safety of the child. Where there is a conflict between the interests of the child and the interest of the parents, the interests of the child must be paramount.

4. CONFIDENTIALITY

- ✚ We recognise that matters related to Child Safeguarding are of a confidential nature. The designated member of staff and / or Headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- ✚ All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.

5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

Governors will ensure that the school has a Designated Teacher and Deputies for safeguarding children and that the Head/Designated Teacher undertakes the following responsibilities:

- ✚ Ensure all staff are familiar with the school Child Protection Policy, including the procedures for identifying and reporting suspected abuse.
- ✚ Ensure the school operates an effective Child Protection Policy and to make that policy known to parents/carers and pupils (via the school website);
- ✚ Ensure all staff receive foundation training in child protection;
- ✚ Be responsible for co-ordinating action and liaising with other agencies and support services over child protection issues;
- ✚ Contact the Duty Team to seek advice and to check whether the child is already known to Children’s Social Care. To submit an Inter-Agency Form within 24hrs with the concerns.
- ✚ To inform Children’s Social Care if a family, on Child Protection, move from Cherry Lane Primary School.

Review: September 2016

Next Review: September 2017

- ✚ Assist Children's Social Care in enquiring into allegations of child abuse. This will include ensuring the school is represented at initial and review child protection case conferences and that information about the child is provided as required;
- ✚ Follow as appropriate recommendations made by the Local Safeguarding Children's Board (LSCB)
- ✚ To keep all records secured in a central area.
- ✚ To notify Children's Services of any pupil in a private fostering arrangement see Appendix
- ✚ Support and advise staff on child protection issues generally.
- ✚ A member of the Designated Team to attend local Safeguarding Cluster Meetings

6. RESPONSIBILITIES OF SCHOOL STAFF

All school staff have a statutory duty to ensure the safety and well-being of all pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members. Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in school. Any member of staff may raise concerns with Children's Services if they believe there is a risk of immediate serious harm to the child. If there is no improvement in the child's well-being the staff member can again raise it with Children's Services to reconsider the issues.

All school staff are expected to:

- ✚ ensure that the appropriate forms are completed
- ✚ report concerns to the Designated Teacher or other senior staff member who will keep clear, dated, factual and confidential records of child protection concerns;
- ✚ be aware that children with SEND may be especially vulnerable to abuse;
- ✚ follow school guidance on procedures as set out in this document.
- ✚ establish and maintain an environment where children feel secure, are encouraged to talk and feel listened to.
- ✚ ensure that children know that there are adults in the school whom they can approach if they are worried
- ✚ include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Staff should ensure they

- ✚ don't make promises e.g. to keep secrets
- ✚ stay calm and be available to listen.

Review: September 2016

Next Review: September 2017

- ✚ listen with the utmost care to what the child is saying.
- ✚ question normally without pressurising, and only using open questions.
- ✚ don't put words in the child's mouth but note the main points carefully.
- ✚ keep a full record - date, time, what the child did, said etc; on 'record of concern' form using a body map if appropriate. See Appendix 7
- ✚ re-assure the child and let them know that they were right to inform us.
- ✚ inform the child that this information will need to be passed on
- ✚ to be aware of the vulnerability of Children in Care (LAC), the emotional impact of moving out of the family home. To reassure the child and to make provision for their needs.
- ✚ to be aware, and inform Children's Services of any child in a private fostering arrangement. See appendix 6
- ✚ to be alert for girls who may have undergone FGM (Female Genital Mutilation). FGM is most common to some African, Asian and Middle Eastern communities in the UK. Signs that may occur: prolonged absence, a noticeable change in behaviour on return, experiencing discomfort or pain, talk of special procedures. Please speak with the Safeguarding Team. See appendix 4
- ✚ CSE. See appendix 4
- ✚ Preventing Extremism/Radicalisation. See appendix 5

7. POSITIVE HANDLING

We have a separate policy on positive handling by staff which states that physical restraint will only be used in extreme circumstances when all other strategies for moderating a pupil's behaviour have been tried and failed and that any force used should always be the minimum necessary to achieve the desired result and to prevent harm to either a child or adult.

Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

8. APPOINTMENT OF STAFF

The school pays full regard to current DCSF guidance "Safeguarding Children and Safer Recruitment in Education", January 2007, guidelines 2015;

- ✚ that advertisements for staff indicate that the post will be subject to a DBS Enhanced Disclosure

Review: September 2016

Next Review: September 2017

- ✚ that documentation sent out to potential candidates will make it clear that child safeguarding is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- ✚ that all references will be taken up and verified by telephoning referees;
- ✚ that a reference will always be obtained from the last employer:
- ✚ that at interview candidates will be asked to account for any gaps in their career/employment history;
- ✚ that police checks, checks against the ISA Children's List (formerly List 99 and POCA) and the similar list maintained by the Department for Health will be followed through for any staff appointed. In addition, a DBS Enhanced Disclosure will be obtained for all new appointments to our school.
- ✚ that all prospective new staff are observed interacting with children. This may be through observation of a task as part of the interview process or as part of an observation in their own school setting.

9. NON CHERRY LANE STAFF OR VISTORS

It is the responsibility of the reception staff to ensure that ID is correct and that in the case of agency staff, this has been sent previously to the office. They should also wear an ID badge. All non staff are expected to read the agreement on the front desk and which outlines what they must do if an issue arises. This information is also on the forms for supply teachers. Volunteers who work in school all have the basic DBS check. Governors and casual staff have full DBS checks. Appendix 3

10. ALLEGATIONS AGAINST STAFF

Governors recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to allegations of abuse and will follow the Education's Department's Procedures for Dealing with Allegations of Abuse Against Staff by consulting with the Local Authority Designated Officer (LADO). Any safeguarding concerns about adults in school should be reported directly to LADO. See LBH Human Resources Handbook

Governors will also ensure, through the Head, that staff will follow the Education Department Guidance and Procedures for School Visits.

11. STAFF TRAINING AND SUPPORT

Governors recognise the importance of child protection training for Designated Teachers and for all other school staff who have contact with children. Ensure this training is updated every 2-3years in accordance with government guidelines.

Governors expect the Head/Designated Teacher to ensure that the Safeguarding Team all have the full Working Together training and attend refreshers biannually. All school staff, including support and ancillary staff, receive foundation training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive appropriate training:

- ✚ basic guidance - for all staff (by delegated LBH co-ordinator)
- ✚ e training – access for all teaching staff
- ✚ Working Together – for designated staff

Review: September 2016

Next Review: September 2017

Governors will receive appropriate up-to-date child protection and safer recruitment training to ensure they have the knowledge and understand their responsibilities.

12. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- ✚ developing pupil self-esteem;
- ✚ developing communication skills;
- ✚ informing about all aspects of risk;
- ✚ developing strategies for self-protection;
- ✚ developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and pupils;
- ✚ developing non-abusive behaviour between pupils.

13. RECORD KEEPING AND REPORTS

Governors further expect school staff to assist the Social Services Department by providing information for child protection case conferences as required and in the form prescribed by the LSCB.

14. COMMUNICATING POLICY TO PARENTS AND PUPILS

All school policies, including Child Protection are available on request at Reception. Local and National telephone helplines are displayed in Reception.

15. USE OF MOBILE PHONES AND CAMERAS

Cherry Lane Primary School allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside their bag or locker whilst in contact time with children. Under no circumstances may staff contact a current parent/carer or pupil using their personal device. Staff bringing personal devices into the school must ensure there is no inappropriate or illegal content on the device.

Cameras

Photographs taken for the purpose of recording a child or groups of children participating in activities or celebrating their achievements is an effective form of recording their progression and celebrating learning, particularly in the EYFS. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Under no circumstance may staff use their mobile phone or personal camera to take photographs within the setting. Should a member of staff fail to comply with this it will result in a disciplinary action. Only the designated school cameras may be used to take any photograph within the setting or on outings. Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm.

Review: September 2016







Next Review: September 2017

16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY

The governors require the Head to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

17. CHILD SAFEGUARDING IN RELATION TO OTHER SCHOOL POLICIES

This child safeguarding policy should be read in conjunction with other relevant schools policies:

-  Whistle blowing
-  Safer Recruitment
-  Confidentiality
-  Positive Handling
-  Personal Care
-  Internet Safety

APPENDIX 1

DEFINITIONS

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm;
- Abuse is broadly divided into four categories: Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below:

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. It may involve a parent or carer failing to provide adequate food, shelter clothing or failure to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic needs.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they look after. This situation is now know as illness fabricate or induced by carer (previously Munchausen Syndrome by Proxy).

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

EMOTIONAL ABUSE

Emotional abuse is the persistent ill treatment 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 the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

Review: September 2016

Next Review: September 2017

APPENDIX 2

Referral flow chart for suspected child abuse

Practitioner has concerns about a child’s welfare



Practitioner discusses with manager/designated member of staff



Still has concerns



Referral to Children’s Services. Follow up in writing within 24 hours.



Inform parent/carer as appropriate



Children’s Services will feed back on referral and inform you of next course of action.



No longer has concerns



No further action or instigate a period of monitoring.

In cases of suspected sexual abuse or if informing the parents would place a child at greater risk, **DO NOT** inform or meet with parents/carers. Make your referral to children’s services and they will advise you on how to proceed.

During office hours (9:00am – 5:00pm) Children & Families Services	01895 556633
Sally Morris, Child Protection Lead, Education	01895 277463
Rob Wratten - LADO(local authority designated officer)	01895 250975
Out of office hours (5:00pm – 9:00 am)	01895 250111
The Out of Hours Duty Social Worker	

Information which you may be asked for and should have to hand prior to calling:

- 1) Name, date of birth and address of relevant child and other children within the family, include all names used by family members using correct spellings.
- 2) Name address and contact numbers of parents/carers who have parental responsibility.
- 3) Contact details of child’s doctor
- 4) Name of child’ school and any other agencies involved.
- 5) A detailed record of you concern including date, time, reason(s) for concern, any previous concerns, details of any explanations given by the child or parent/carer and any action you have taken i.e. spoken to parent/carer.

What will happen next:

Depending of the assessed risk factors to the child, social services may:

- a) Take no further action
- b) Refer the child and or parents/carers to other services
- c) Undertake a core assessment with a view to offering support to the child/family.
- d) Undertake a child protection investigation which will result in one of the following:-
 - i) No further action
 - ii) A programme of monitoring and support for the child and family.

Review: September 2016

Next Review: September 2017

- iii) The child's name placed on the child protection register with plans for the child's protection and family support.
- iv) In serious cases, a legal care order may be applied for and the child may be moved to the safety of an alternative family member or foster carer if they are at immediate risk of significant harm in the home environment.

APPENDIX 3



**Notification of Child Protection Responsibilities
for volunteers/governors and occasional visitors to school.**

What is Abuse?

The 1989 Children Act states that there are 4 types of abuse, all as serious as one another, being physical abuse, sexual abuse, emotional abuse and neglect.

Please ensure that you read the Cherry Lane Staying Safe in School documentation which can be found in the Reception area, Head's office or Staff room in Safeguarding Files. It is the responsibility of the adult to adhere to the stated Policies and Procedures.

When an adult undertakes an assignment of any kind in school it is inherent in their duty of care to bring to the attention of Steve Whitehouse, Nicola Fry or Mary Davie, the stated Designated Members of staff (DMS), circumstances that arise and cause suspicion of any child being abused or neglected.

At no time or under any circumstances should the adult ever intervene in a situation on their own.

Declaration by volunteer/governor/occasional visitor (delete as appropriate)

I hereby certify that I have read carefully and fully understand the above statement and signposted documentation and I am in complete agreement with it.

Signed Date

Name (please print).....

APPENDIX 4

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. (This list is not exhaustive).

- Kenya
- Somalia
- Sudan
- Sierra Leone
- Egypt
- Nigeria
- Eritrea
- Yemen
- Afghanistan
- Kurdistan,
- Indonesia
- Pakistan

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines (found in the Mrs Davie's room). Staff should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

APPENDIX 5

Statement on Preventing Extremism/Radicalisation

Extremism: Since 2010 when the Government published the “Prevent Strategy”, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been occasions in which extremist groups have attempted to radicalise vulnerable children and young people to hold extremist views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamic ideology, or to the far Right/Neo Nazi/White Supremacist Ideology, Irish Nationalists and Loyalist parliamentary groups and extremist Animal Rights Movements.

The school Governors, Head Teacher and Designated Safeguarding Staff will assess the level of risk within school and put actions into place to reduce the risk. Risk assessments may include the use of the school premises by external agencies, visitors to school, anti-bullying statement and other issues specific to the school’s profile, community and philosophy.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Teacher Standards state that teachers should:

- show tolerance of and respect for the rights of others
- not undermine fundamental British values
- ensure personal beliefs are not expressed in ways that exploit pupils’ vulnerability or might lead them to break the law.

It is the responsibility of the Head Teacher and Governors to:

- effectively manage potential risks to pupils and the wider school community
- respond effectively to local, national and global events which could have an impact on individual pupils or the school community
- regularly review emergency plans and procedures to prepare for future events and risks.

Should staff be aware of any extremist attitudes expressed by any members of the school community, they should report the matter to the DSL staff and record their concern. It is the responsibility of the Head Teacher to review such incidents and seek guidance from the LA Designated office:

Fiona Gibbs – 01895 277035

Review: September 2016

Next Review: September 2017

APPENDIX 6

Private Fostering Arrangements

DEFINITION OF A PRIVATE FOSTERING ARRANGEMENT:

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

It is the responsibility of the DSL or Deputies to inform Children's Services if a pupil is privately fostered without Judicial Authorisation.

APPENDIX 7

Cherry Lane Primary School



Headteacher: Mr S Whitehouse
Tel: 01895 444480
Fax: 01895 430296

Cause for concern form

Childs name: _____ **Class:** _____

Date and time: _____

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated teacher – **Stephen Whitehouse**, in his absence pass to **Nicola Fry** or **Mary Davie**. Do not discuss the information with other members of staff who do not have role in the management of this situation

Member of Staff noting concern:		
Concern:		
Action Taken:		
Date & Time:	Action	Person taking Action

Headteacher informed _____

Review: September 2016
Next Review: September 2017



APPENDIX 8

The Local Safeguarding Children's Board

The Local Safeguarding Children's Board (LSCB) evolved from the Area Child Protection Committees as a requirement from the Children's Act 2004. The LSCB is the key statutory mechanism for agreeing how the relevant organisation's in Hillingdon will co-operate to safeguard and promote the welfare of children, and ensure our effectiveness.

The relevant area for LSCB is the Every Child Matters outcome 'Staying Safe', with a focus on the protection and prevention from harm and promotion of the welfare of all children in the Local Authority.

Role of the Local Safeguarding Children's Board

Functions, aims and responsibilities of the Local Safeguarding Children's Board

The Function of the Board is to:-

To work cooperatively as a group to safeguard the child population of the local authority.

To formulate strategic plans on safeguarding, and ensure that they are known and implemented.

Provide direction and leadership to the sub-groups in generating the business plan.

To monitor the effectiveness of these plans by ensuring that the members know their roles and responsibilities in order to execute their duties, but also to work collaboratively in order to safeguard children.

Develop policies and procedures on safeguarding, protection, promotion and prevention of harm to children, to include policies and procedures in relation to:-

The action to be taken where there are concerns about a child's safety or welfare, including the thresholds for intervention;

Training of persons working with children or in services affecting the safety and welfare of children;

Recruitment and supervision of persons who work with children;

- Safety and welfare of children who are privately fostered; and
- Co-operation with neighbouring children's services authorities and their board partner
- Participate in the planning of services for children in the area of the local authority.
- Monitor and evaluate the effectiveness of what is done by the authority and their board partners individually and collectively to safeguard and promote the welfare of children, and on ways to improve.
- Communicate the need to safeguard and promote the welfare of children across the relevant agencies, raising their awareness of how this can best be done and encouraging them to do so.
- Undertake reviews of serious cases and advise the authority and their board partners on lessons to be learnt.
- To investigate each unexpected child death (subject to further guidance).
- Identify and provide multi-agency training which meet the needs of the various agencies.

Review: September 2016

Next Review: September 2017

The AIMS of the Board are activities to improve the overall wellbeing of children in the local area. These activities are designed to safeguard children can be classified into four categories:

1. Reduction in the incidence and prevalence of harm and exploitation;
2. Protection and support to children who are at risk of suffering, or who have suffered significant harm;
3. Prevention of maltreatment or impairment of health and development, via early detection and the sharing of information between agencies; and
4. Promotion of the welfare and development of all children, including targeting particular groups.

The RESPONSIBILITIES of the Board will be:

To generate a duty of co-operation amongst board members, partner agencies and agencies in the community who come into contact with children;

To ensure agencies give priority to their responsibilities towards the children in their care or with whom they come into contact.

To develop and implement locally agreed policies and procedures for inter-agency work, consistent with legislation, regulations and government guidance;

To encourage agencies to share early concerns about safety and welfare of children, and to ensure preventative action before a crisis develops;

To audit and evaluate the above to manage how local services work together to protect children;

To put in place performance indicators for safeguarding children which sets out how we will demonstrate the expected positive outcomes for children in line with the overall strategic plan and national performance frames works;

To encourage and develop effective working relationships between different services and professional groups, based on trust and mutual understanding;

To seek agreement on operational definitions and the thresholds for intervention;

To improve local ways of working in the light of knowledge gained through national and local experience and research, and to make sure that any lessons learnt are shared, understood and acted upon;

To respond in a timely fashion with a serious case review where a child has died or in uncertain circumstances been seriously harmed, and/or where abuse or neglect are confirmed or suspected. To make sure that any lessons learnt from the case are understood and acted upon;

To oversee the work of the serious review group, to draw out trends, or public health lessons and inform preventative work;

To help improve the quality of child protection work and inter-agency working through specifying needs for interagency training and development;

To have in place a complaints procedure to respond to any complaints about decisions made on a multi-agency basis;

To decide how any pooled or shared funds for safeguarding should be allocated;

To report through the chair to the lead elected member and Local Strategic Partners;

Review: September 2016

Next Review: September 2017

Require the chair to report to the relevant body insoluble issues that compromise the safety of children;
The Chair will also report to Local Strategic Partners through reports from the Children and Families Trust Board.
