



Northampton School *for Boys*

Child Protection Policy

Approved by: Governor Welfare Committee

Date: September 2016

Review Date: September 2017

CHILD PROTECTION POLICY

The protection of students from harm is a responsibility shared between Statutory and Voluntary agencies with the principles established by the Children Act 1989 and Children Act 2004 and Keeping Children safe in Education July 2015 being applied. Certain parts of these Acts and Statutory Guidance affect schools and details are given below:

1. The school has a statutory duty to promote and safeguard the welfare of all its students.
2. The school has a duty to protect and support any student who is subjected to suspected or proven abuse.
3. All matters involving the possibility of child abuse will be taken seriously.
4. All personnel will familiarise themselves with the types and symptoms of child abuse.
5. Staff must be in no doubt what action to take if there is any reason to believe that child abuse is or may be occurring.
6. If doubt exists as to whether or not a case falls into the child abuse sphere, advice may be obtained from the teacher designated to co-ordinate all child abuse information. The teacher known as Designated Senior Leader (DSL) at this time is Mr M Kneeshaw. In Mr Kneeshaw's absence Mr D Chew should be contacted. The Child Protection Governor is Mrs Morcea Walker.

SPONSOR: Governors' Welfare Committee

DATE: September 2016

If you would like a copy of the full Child Protection Policy and Procedures please contact Mr M Kneeshaw through the School office.

The Policy has been written with reference to:

- Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014
- Keeping Children safe in Education (DFE July 2015)
- Northamptonshire Local Authority Section 11 Safeguarding Audit 2014

And with some reference to historic documents replaced by KCsiE(2014)

- Safeguarding Children and Safer Recruitment in Education (DFeS 2007)
- Working together to Safeguard Children (DCSF 2010)
- What to do if you are worried a child is being abused (DFeS 2006)

CHILD PROTECTION POLICY

Northampton School *for Boys* fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school.

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children, including a Disclosure and Barring service check for all teaching and non-teaching staff.
- Raising awareness of child protection issues and equipping students with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which students can learn and develop.

We recognise that because of the day to day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure students know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in Citizenship & Guidance curriculum for students to develop the skills they need to recognise and stay safe from abuse.

- Recognise that each student's welfare is of paramount importance and that some students may be especially vulnerable to abuse e.g. those with SEND, those living in adverse circumstances etc.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adolescent Mental Health Service, Education Entitlement Service and Educational Psychology Service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

We will follow the procedures set out by the Northamptonshire Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have two designated senior leaders for child protection who have received appropriate training and support for this role (M Kneeshaw and D Chew).
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body know the name of the Designated Senior Leaders responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Senior Leaders responsible for child protection.
- The Governing Body access "Governors' responsibilities for safeguarding children in Education".
- Ensure all staff undertake safeguarding/child protection update training every 3 years and new staff have induction training to equip them to carry out their responsibilities.
- Notify social services if there is an unexplained absence of more than two days of a student who is subject to a Child Protection Plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Roles and responsibilities

The school has nominated a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance.

The school has ensured that the Designated Senior Leader:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of NSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote)
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes this policy available to parents.

The deputy designated leader(s) is/are appropriately trained and, in the absence of the designated leader, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved NSCB training in inter-agency working, in addition to basic child protection training
- child protection policy and procedures that are consistent with NSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher

- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- A training strategy that ensures all staff, including the headmaster, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The headmaster:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

Children who may be particularly vulnerable

Some children be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

Complaints procedure in respect of poor practice behaviour

Our school complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education July 2015 together with the school's individual procedures.

Safer recruitment means that all applicants will be required to undertake at least the following tasks:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- provide evidence of their right to work in the UK and be mentally and physically able to undertake the role
- be checked through the DBS as appropriate to their role and also be checked against the barred list
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy

SPONSOR: Governors' Welfare Committee

DATE: September 2016

There are 6 Appendices attached to this policy

- 1) Identification
- 2) Taking Action
- 3) Allegations

- 4) Procedures
- 5) Welfare Concern Form
- 6) Staff confirmation slip
- 7) Female Genital Mutilation supplementary information
- 8) Tiered response in safeguarding

APPENDIX 1

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, and the new guidance on child protection ‘Keeping children safe in Education 2015’, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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. They may be abused by an adult or adults or another child or children.

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

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

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.

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 and clothing, 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.

Child Sexual Exploitation (CSE) Sexual exploitation of children and young people (under18) involves exploitative situations, contexts and relationships where the young person receives something (e.g. food, money, drink, drugs etc.) as a result of them performing on another, or others performing on them, sexual activities. Risk indicators of CSE are:

- exclusion/ not engaged in school/ unexplained absences from school
- disclosure of sexual/ physical assault followed by withdrawal of allegation
- expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression)
- STI’s, pregnancy and termination
- Substance misuse
- Unexplained injuries
- Associating with other young people involved in exploitation
- Displaying inappropriate sexualised behaviour
- Criminal behaviour
- Periods of going missing overnight or for longer
- Entering/ leaving vehicles driven by unknown adults
- Older ‘boyfriend’/ relationship with controlling adult
- Unexplained amounts of money, expensive clothing or other items.

Female Genital Mutilation (FGM) – (further information available in [Appendix 7](#) below)

FGM is classed as a form of child abuse in the UK. As with other types of abuse, therefore it needs to be treated as a serious child protection issue by schools. Risk indicators are:

- Anxiety leading up to holidays
- Talk of a ‘special ceremony’
- Extended absences
- Psychological effects and Physical signs

APPENDIX 2

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME AND THE MANAGEMENT OF REFERRALS TO CHILDREN AND YOUNG PEOPLE'S SERVICE SOCIAL CARE

- All staff follow the Northamptonshire Local Safeguarding Children Board Inter-Agency Procedures (www.lscbnorthamptonshire.org.uk) and have a duty to recognise concerns and maintain an open mind.
- Accordingly all concerns regarding any pupils will be discussed with a Designated Senior Leader (or another senior member of staff in the absence of the DSL) prior to any action being taken or any discussion with parents.
- All concerns must also be recorded (sample form Appendix 5)
- An internal email should be sent the First Class account called '**child protection**' the username is **CHP**
- An external is to safeguarding@nsb.northants.sch.uk
- You will receive a response notice within an hour

It is **not** the responsibility of the school staff to investigate concerns or to determine the truth of any disclosure or allegation.

1. Staff will immediately report to the DSL:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation for injury given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. Northampton School *for Boys* recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Senior Leader and make a contemporaneous record.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm and ensure that the child knows staff cannot keep secrets

- not investigate
- try to ensure that the child disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an “open nature e.g. “Tell me”, “Explain” and “Describe” (TED) rather than “Did x hit you?”
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that the senior designated person will have to be informed
- reassure and support as far as possible and be honest
- explain that only those who “need to know” will be told
- explain what will happen next and that the child will be involved as appropriate

3. Action by the Designated Senior Leader or other Designated Safeguarding Lead in their absence – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the LSCBN Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining

Children and young people are supported most effectively when services are planned and delivered in a co-ordinated way to offer integrated support across the continuum of needs and services (www.northamptonshire.gov.uk “Thresholds and Pathways”). A matrix of vulnerability is included in this guidance.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

4. Action following a child protection referral

The Designated Senior Leader or other appropriate member of staff will:

- make regular contact with M.A.S.H. for outcome of referral
- wherever possible, contribute to any Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children become subject to a Child Protection Plan, contribute to the Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where there is disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, attempts should be made to address issues via line management (www.lscbnorthamptonshire.org.uk – chapter 7). (Advice can also be sought from Northamptonshire Review and Conference Service)
- where a child is subject to a Child Protection Plan and moves from the school or goes missing, immediately inform the key worker in Social Care and Education Entitlement Service (EES)

5. Recording and Monitoring

The Designated Senior Leader should ensure that:

- Accurate records are kept and clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim, where possible, and a note made of the location and description of any injuries seen. (Appendix 5 – sample “Cause for Concern” form).
- All safeguarding/child protection documents are retained in a “Child Protection/Safeguarding” file, separate from the child’s main file. This will be kept securely and only accessible to the Headteacher and Designated Senior Leaders.
- These records will be copied and the copy transferred to any school or setting the child moves to, clearly marked “Child Protection/Confidential, for attention of Designated Leader for Child Protection”. The sending and receiving of files should be evidenced. The original file should be kept by the establishment. (www.rms-gb.org.uk/resources/848)
- When details of the receiving establishment are not known, schools should follow the “Missing Child” procedure. If the child is subject to a Child Protection Plan the

Social Worker must be informed and arrangements must be made to transfer the files.

- When admitting a new pupil where there is existing child protection records that have not been passed on, these records must be chased within a reasonable timescale.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection/safeguarding practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. The impact on outcomes for children must be borne in mind when making any decisions about discussing concerns with parents/carers.
- We acknowledge that lack of parental consent should not be a barrier to services for children.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Leader will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child and themselves.

For cases involving children of a more complex set of issues the following further steps are in place to support the child.

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, a CAF coordinator or Troubled Families coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

For adults linked to children who also demonstrate vulnerability:

Safeguarding Vulnerable Adults

Any concerns relating to vulnerable adults: contact Adult Care Team

Email adultcare@northamptonshire.gov.uk

Call 01604 362900

Safeguarding Adults access advice:

Safeguarding Adults Team

Northamptonshire County Council

John Dryden House, 8-10 The Lakes

Northampton NN4 7YD

01604 362900 (Internal Ext 62900)

adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

e-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

APPENDIX 3

ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN

All school staff should take care not to place themselves in a vulnerable position with a child (Safer Working Practice – <http://www.teachernet.gov.uk/docbank/index.cfm?id=8200>)

1. Managing Allegations

Where there is either a concern about, or an allegation is made against, any person working in or on behalf of the school, that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Northampton School *for Boys* will follow the LSCBN Inter-Agency Procedure

“Managing Allegations of Abuse Made Against People who Work with Children”
(www.lsbcnorthamptonshire.org.uk – chapter 5.2)

All allegations are taken seriously and investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an incident will immediately inform the Headteacher and make a record. (If the person receiving information or witnessing an incident is from an external service or agency then they should also notify their own line manager.)
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the “Headteacher”
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and attend to any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary in order to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.

Initial Consideration

- The Headteacher will have an initial consultation with operational Education Local Authority Designated Officer (LADO)

For referrals regarding adults in education:

Local Authority Designated Officers

01604 367268

LADOREferral@northamptonshire.gcsx.gov.uk

- Consideration will be given throughout to the support and information needs of pupils, parents and members of staff
- The Headteacher will liaise with the Chair of Governors

APPENDIX 4

CHILD PROTECTION POLICY – PROCEDURES

1. All suspected cases of abuse should be reported to Mr M Kneeshaw. He will, in turn, report cases to relevant staff.
2. Following a report Mr Kneeshaw in conjunction with senior staff will then decide which level of response is most appropriate:
 - not to make a referral
 - further monitoring is necessary
 - a CAF is required
 - EWO to be contacted
 - Social Services Initial Contact Team contacted
3. All information must be collated by Mr Kneeshaw and prepared for possible case conferences which will be called by the Child Protection Team in respect of notified cases.
4. Once a case of child abuse has been identified it is essential that detailed and accurate records about the student and action taken are kept.
5. A physically injured student can be medically examined. Such arrangements will be made by an investigating social worker. If immediate medical care is needed the Headteacher or his representative will discuss with local Social Services how this is to be arranged.
6. Once a case of abuse has been recognised, and after discussion at a case conference, if a student's name is placed on the child protection register then the following steps and precautions must be taken:
 - a) All appropriate members of staff should immediately be made aware of the circumstances.
 - b) Unexplained absences and absences of more than two days must be drawn to the attention of the Family Liaison Worker and based on an identified referral might also be sent to EES
 - c) If the student changes school, the Headteacher of the new school must be informed in writing of the circumstances. The Education Welfare Officer must be informed using the Transfer Form. The student's records must be sent under confidential cover to the new school.

APPENDIX 5

Northampton School for Boys
SAFEGUARDING CHILDREN IN EDUCATION

PUPIL WELFARE - CHILD PROTECTION

Pupil's Name: _____

Form: _____

Date: _____

Time: _____

Areas of Concern (Person Reporting)

Member of Staff: _____

Signed: _____

Advice Given /Actions Taken (DL)

Referral to LSCB / MASH contacted /CAF / no action (give details)

Member of Staff: _____

Signed:

Passed to Designated Senior Leader – Name: _____

Date: _____

Shared with Parent/Carer/Other professional? Y/N

Date: _____ Time: _____

Actions Taken / Follow Up by DSL or DL

Referral to LSCB and MASH contacted /CAF / no action (give details)

Signed: _____

Date: _____ Time: _____

APPENDIX 6

Staff Confirmation Slip

Child Protection Policy and Procedures

Please sign below to confirm that you have read and understood the information contained within this documentation.

Once signed, this sheet should be returned to the Head Teacher's PA.

Name :

I have read and understood Northampton School *for Boy's* Child Protection Policy and understand the procedures.

Date :

Signature :

APPENDIX 7

Female Genital Mutilation

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from:

Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include:

London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

APPEDIX 8

Tiered response in safeguarding

Level of Need Identified	Further assessment required	Referral/action/support
Level 1: Universal	No additional assessment needed.	Child, young person or family directed to relevant universal services for advice/support.
Level 2: Early Help	If a single clear issue or area of need identified – Early Help Assessment (EHA) may not be necessary.	Offer support yourself or direct to relevant universal or early help support service for relevant support.
	If a number of issues or needs at Level 2 are identified, an EHA must be undertaken.	<ul style="list-style-type: none"> • Contact the Early Help Support Service: www.northamptonshire.gov.uk/earlyhelpsupportservice • Based on results of Early Help Assessment – access appropriate early help service/s. • Establish Team around the Family (TAF) meeting.
Level 3: Targeted Response	If an Early Help Assessment has already been done, new information should be sent to the services already involved, to update the EHA.	<ul style="list-style-type: none"> • Contact the Early Help Support Service: www.northamptonshire.gov.uk/earlyhelpsupportservice and then feed any new information to the lead professional handling the EHA.
	If not already done, an EHA must be undertaken.	<ul style="list-style-type: none"> • Contact the Early Help Support Service: www.northamptonshire.gov.uk/earlyhelpsupportservice • Appropriate support to be accessed by lead professional.
Level 4: Specialist/Statutory	Likely that an EHA has been done but if not the EHA process should not be used at this point and referral should not be delayed.	Immediate referral should be made to the Multi Agency Safeguarding Hub (MASH): www.northamptonshire.gov.uk/MASH

Safeguarding

What to do if you are concerned about the safety of a child or young person:

- If a child is in immediate danger you should contact the police on 999 or an ambulance.
- If there is no immediate danger or you need advice or information contact the Multi Agency Safeguarding Hub (MASH):

www.northamptonshire.gov.uk/MASH

Useful Links

Local

Northamptonshire Children Board Northamptonshire (NCBN):

Ground Floor
John Dryden House
8-10 The Lakes
Northampton
NN4 7YD
0300 126 1000

http://www.lscbnorthamptonshire.org.uk/reporting_concerns_home.html

“**Making Children Safer**” – A Pocket Guide download at:

<http://www.northamptonshire.gov.uk/mcs>

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

Early Help – Request for Services

Contact a EHA Co-ordinator

www.northamptonshire.gov.uk/mcs

Multi-agency referral form download at:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

e-mail multi-agency form to:

MASH@northamptonshire.gcsx.gov.uk

Directory of services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Entitlement Service

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/> 0808 800 5000

Childline:

<http://www.childline.org.uk/Pages/Home.aspx> 0800 1111

Child Exploitation and Online Protection (CEOP):<http://ceop.police.uk/>
0870 000 3344