



## **SAFEGUARDING & CHILD PROTECTION POLICY**

**LSA Technology and Performing Arts College is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.**

**Safeguarding is:** protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Safeguarding action may be needed to protect children from:** neglect, physical abuse, sexual abuse, emotional abuse, bullying (including on line & prejudiced based bullying), peer-on-peer abuse, racist, disability and homophobic and transphobic abuse, gender based violence/violence against women and girls, child sexual exploitation, domestic violence, fabricated or induced illness, faith abuse, female genital mutilation, forced marriage/honour based violence, gangs & youth violence, radicalisation, trafficking, mental health, private fostering, sexting, substance and relationship abuse.

**LSA Technology and Performing Arts College** fully recognises its responsibilities for safeguarding and adults working and volunteering at the school understand that our regular contact with children and young people requires us to be vigilant and gives us unique opportunities to carry out our safeguarding role. Hence our policy applies to all adults at the school who have contact with students, whether they are an employee of the school or not.

There are five main elements to our policy:

- A Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our students.*
- B Raising awareness of child protection issues and equipping students with the skills needed to keep themselves safe.*
- C Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.*

*D Supporting, in accordance with his/her agreed child protection plan, students who have been abused.*

*E Establishing a safe environment in which students can learn and develop.*

## **1 Our Commitments**

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

- i) Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- ii) Ensure students know that there are adults in the school whom they can approach if they are worried.
- iii) Include opportunities in the curriculum for students to develop the skills they need to recognise risk, communicate their fears and concerns and stay safe in a variety of settings.
- iv) Provide clear channels for parents to report any concerns they have about the safeguarding of students attending our school and ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- v) Ensure that staff are aware of their responsibilities and the expectations of their own behaviour and conduct to safeguard our students and themselves (Staff Code of Conduct refers).

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

1.2.1 Ensure we have a Designated Safeguarding Lead (DSL) (currently Mrs Cardno) who has received appropriate training (every two years and refreshed annually) and support for this role. Due to the size of the school additional staff have the highest levels of safeguarding training to ensure a Back-Up DSL is always available during the school/college day. (The Back-Up DSLs are currently Mr Uphill, Mr Cross and Mrs Johnson).

1.2.2 Ensure we have a nominated governor responsible for child protection. (This is currently Mrs L Davies)

1.2.3 Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL and the role.

1.2.4 Ensure, through the provision of appropriate and regular training, that all staff and volunteers understand their responsibilities for being alert to the signs of

abuse and for referring any concerns to the DSL (or alternative if she is not available).

- 1.2.5 Concerns from parents or member of the community concerning the conduct of any member of staff should be made to the Headteacher. Concerns involving the conduct of the Headteacher should be made to the nominated Governor. In both cases concerns should be raised by writing to the relevant person at the school.
- 1.2.6 Concerns from parents or members of the community about the welfare of students attending the school should be made by writing to the DSL at the school.
- 1.2.7 Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by making this policy available on the school website (a paper copy can be obtained on request from the School Reception).
- 1.2.8 Notify Social Services if there is an unexplained absence of more than two days of a student who is on the child protection register.
- 1.2.9 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- 1.2.10 Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- 1.2.11 Ensure all records are kept securely, separate from the main student file, and in locked locations.
- 1.2.12 Follow established procedures where an allegation is made against a member of staff or volunteer. This will involve liaising with the Local Authority Designated Officer, Mr Tim Booth (Safeguarding Unit, Room B16 County Hall, Fishergate Hill, Preston, PR1 8RJ).
- 1.2.13 Ensure safe recruitment practices are always followed and at least one person on the interview panel has undergone safer recruitment training..
- 1.2.14 Undertake our statutory responsibility to report to the relevant authorities (including the Police) any student we believe to be at risk of female genital mutilation (FGM) and/or forced marriage.
- 1.2.15 Undertake our statutory responsibility to protect children and young people from extremism under the national Prevent Strategy. Please also see the school's statement on the Promotion of British Values, available on our website. Any student thought to be at risk of exposure to or of adopting extremist views will be referred to the Channel programme, a multi-agency approach aimed at supporting individuals at risk of extremism. Extremism is

defined as vocal or active opposition to fundamental human values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

- 1.3 We recognise that our students 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. School may be the only stable, secure and predictable element in the lives of students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Staff should be aware of these signs of risk and other signs which may include: secretiveness, reluctance to share information, poor attendance and patterns of non-attendance, changes in physical appearance, injuries not consistent with explanation, substance misuse, unexplained gifts, hanging around with older people, inappropriate sexualised behaviour, seeking emergency contraception, sexually transmitted diseases. Staff should be vigilant to these signs of risk and report any concerns immediately to the DSL. School will endeavour to support the student through:

1.3.1 The content of the curriculum. For example, we shall teach children about safe use of the internet and social media and apply filters and monitor the School IT system to protect learners from harmful online material (please contact Ms Fitzpatrick, Online Safety Co-ordinator and see our policy on Digital Technology and Online Safety on the web site for details). We shall provide opportunities for children to identify risks and to develop approaches to keeping themselves safe (eg through the Life Curriculum). We shall provide opportunities for children to discuss controversial issues and develop their views (for eg through the RS curriculum).

1.3.2 The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.

1.3.3 The School Behaviour Policy which is aimed at supporting vulnerable students in the school. 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.

1.3.4 Liaison with other agencies that support the student such as Social Services, the Police, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.

1.3.5 Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the student's Social Worker is informed. If the name of the new school is unknown the Social Worker and Children Missing Education Team should be informed. If any other child is suspected as missing education whilst on our roll then the Children Missing Education team is notified.

## 2 **Confidentiality Statement**

- 2.1 Sometimes a student may ask staff and adults working in the school to keep something confidential. A guarantee of confidentiality will **never be given**. We shall tell the student that there are things which we **must pass on** to other people – but that we will only inform those people. Clearly, matters involving sensitive child protection issues will **never** be discussed with friends, colleagues or in the hearing of other students.

## 3 **The Governing Body**

- 3.1 The Governing Body will ensure that:
- i) There is a Designated Safeguarding Lead who is to take lead responsibility for dealing with child protection issues in School.
  - ii) The school has a Safeguarding & Child Protection Policy which is annually reviewed and updated.
  - iii) A member of the governing body is nominated to be responsible for liaising with the LA and/or partner agencies, as appropriate, in the event of allegations being made against the Head Teacher.
  - iv) The Head Teacher and all other staff who work with students (including volunteers) undertake appropriate training to equip them to carry out their responsibilities for child protection effectively.
  - v) all members of the Governing Body undertake safeguarding training and the LEAD CP Governor undertakes staff safeguarding training.

## 4. **The Headteacher**

- 4.1 The Headteacher should ensure that:
- i) There is a Designated Safeguarding Lead who is to take lead responsibility for dealing with child protection issues in School and who has access to relevant, appropriate training to the role and sufficient time to carry out responsibilities.
  - ii) Liaison takes place with the LADO and/or partner agencies, as appropriate, in the event of allegations being made against the DSL or another member of staff.
  - iii) The Safeguarding & Child Protection Policy is communicated to and followed by members of the school community.
  - iv) Child Protection training is given to the staff at induction and annually.
  - v) The DSL follows the Safeguarding & Child Protection Policy with regards to dealing with disclosures, appropriate agencies and record keeping.

## 5. **The Designated Safeguarding Lead**

- 5.1 The DSL will carry out the role described in the role description below:

### **Job Purpose:**

The Designated Safeguarding Lead (DSL) takes the lead responsibility for safeguarding and for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Due

to the size of our school we have more than one person with high levels of CP training and the DSL has responsibility for ensuring these people are effective in their role. The DSL is a senior member of staff with the authority and seniority to carry out the full functions of the role.

#### MAIN RESPONSIBILITIES

- Refer suspected abuse and neglect to Children & Young People's social care services
- Refer cases to the Channel programme where there is radicalisation concern
- Regularly review and audit the Single Central Record to ensure that those responsible for it on a day to day basis maintain it correctly and that staff have had Enhanced Disclosures & Barring Service (DBS) checks, as required
- Report allegations made against members of staff to the Local Authority Designated Officer (LADO) and ensure that any staff are reported to the Disclosures & Barring Service (DBS) as required
- Develop and update the Safeguarding & Child Protection Policy, ensuring that staff and students/families/parents are aware of them, with annual review by board of governors
- Set a training strategy and contribute to providing training, support and advice to all members of staff within the setting regarding child protection concerns
- Ensure that families are kept informed of allegations, safeguarding and child protection referrals, in line with the advice from Children's Social Care as concerns that specific case
- Keep the Headteacher informed about any issues that arise (especially ongoing enquiries under Section 47 of Children Act 1989 and Police investigations)
- Ensure that appropriate cover is provided for the role when absent from the setting
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- Direct, supervise, monitor and appraise the work of the Safeguarding Coordinator and Attendance Lead and other staff with responsibility for handling CP cases.

Approved November 2015

Reviewed & Approved September 2016

#### **NEXT REVIEW:**

**This policy is reviewed and updated annually. The next review will be completed in time for approval of the policy by the appropriate Governor in November 2017**

## **APPENDIX ONE: POSSIBLE SIGNS AND SYMPTOMS OF ABUSE**

When making difficult judgements around possible signs and symptoms of abuse and neglect it is crucial that we consider the available information and presenting injuries or behaviours **in context**. (We should also consider sources of other information which may be important but to which we do not have immediate access). **It will be the Designated Safeguarding Lead/Person who make judgements about referrals, speaking to parents and what, if any, action is to be taken in respect of concerns.**

Peer on peer abuse should also be investigated and dealt with. Abuse should never be passed off as 'banter' or 'part of growing up'. This should be considered in the same way as all other forms of abuse and the same procedures should be followed. (The Anti-Bullying Policy also refers).

Staff should also be aware that additional barriers can exist when recognising abuse and neglect of children with special educational needs (SEN) and disabilities (Appendix 3 para 3 also refers).

What follows must not be considered to be a comprehensive or definitive 'checklist'; students may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change. Neither does the presence of one or more of the following 'prove' that a child has been or is being abused. **We need to be absolutely clear that our role is not to investigate or prove abuse but to observe, gather and share information where we have concerns.** Professionals should remember that all children, regardless of age, sex, ethnicity, disability, race or culture, are entitled to the same level of protection.

### **1. PHYSICAL ABUSE**

... may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or 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 whom they are looking after. (Formerly known as Munchausen's Syndrome by Proxy and, more recently (Dept. of Health, 2003) Fabricated or Induced Illness).

Possible signs of physical abuse include:

- a. Unexplained injuries, bites, burns, bruises, particularly if recurrent (see Body Map);
- b. Parental refusal to discuss or inconsistent explanations offered;
- c. Untreated illnesses or lingering injuries;
- d. Admission of punishment which is excessive;
- e. Shrinking from physical contact;
- f. Fear of returning home or of parents being contacted;
- g. Fear of undressing;
- h. Fear of medical help;

- i. Aggression or bullying;
- j. Unexplained patterns of absences which may serve to hide injuries;
- k. Overly-compliant behaviour or watchfulness;
- l. Significant behavioural change without apparent explanation.

## **2. EMOTIONAL ABUSE**

... is the persistent emotional 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed upon children. It may involve serious bullying (including on-line/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 ill-treatment of a child, though it may occur alone.

Possible signs and symptoms of emotional abuse include:

- a. Continual self-deprecation;
- b. Fear of new situations/persons;
- c. Inappropriate emotional responses to 'painful' situations;
- d. Self-harm or mutilation;
- e. Compulsive stealing or scrounging;
- f. Drug or solvent abuse;
- g. 'Neurotic' behaviour – obsessive rocking, thumb-sucking etc;
- h. Air of detachment and 'don't care' attitude;
- i. Social isolation – few friends, doesn't join-in;
- j. Desperate attention-seeking behaviour;
- k. Eating problems (inc lack of appetite);
- l. Depression, withdrawal.

## **3. 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 and clothing, and failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs and symptoms of neglect include:

- a. Constant hunger/tiredness
- b. Poor personal hygiene or inappropriate clothing
- c. Frequent lateness or non-attendance at school
- d. Untreated medical problems
- e. Low self-esteem & poor social relationships/skills

- f. Compulsive stealing/scrounging
- g. Non-organic failure to thrive

#### **4. CHILD SEXUAL ABUSE**

... involves forcing or enticing a child or 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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, 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.

Possible physical signs of child sexual abuse include:

- a. Any physical injury may be indicative of physical and another form of abuse eg grab marks may indicate restraint during sexual abuse;
- b. Scratches abrasions;
- c. Genital/anal infection;
- d. Pregnancy;
- e. Bleeding from anus/vagina;
- f. Difficulty/pain in passing urine/faeces.

### **5 IN ADDITION**

#### **5.1 RADICALISATION**

5.1.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

5.1.2 Staff should be aware of their Prevent responsibilities (DfE – The Prevent Duty – June 2015 refers) and be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and notify the DSL/P of any concerns. The DSL/P will then make the appropriate Channel referral if necessary.

#### **5.2 FEMALE GENITAL MUTILATION (FGM)**

5.2.1 Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female

genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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.

- 5.2.2 From October 2015, all staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 must immediately report this themselves to the Police. Staff should also notify the DSL/P via a CP1 form (available on the x drive/child protection). (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).
- 5.2.3 FGM Indicators: a student may have difficulty walking, sitting or standing, spend longer than normal in the bathroom or toilet, have unusual behaviour after an absence from school or college, be particularly reluctant to undergo normal medical examinations, may ask for help, but may not be explicit about the problem due to embarrassment or fear. Girls living in communities that practise FGM are most at risk. These include a number of countries in Africa and also in other countries in the Middle East and in Asia. In the UK the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most at risk of FGM.

### **5.3 CHILD SEXUAL EXPLOITATION (CSE)**

- 5.3.1 Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive „something“ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability”
- 5.3.2 Via the curriculum (in subject areas, through the LIFE programme and via assemblies and the Form Tutor programme) staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE should be immediately reported to the DSL/P using the CP1 form (xdrive/child protection).

### **5.4 CHILDREN MISSING FROM EDUCATION (CME)**

- 5.4.1 A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
- 5.4.2 The Attendance Team will notify the Children Missing Education Team when a student is missing from School (via email to CME at Lancashire) and when they remove a student from the School roll (offroll@lancashire.gov.uk). School staff should liaise with the Attendance Team if they have concerns about a student missing from School (Attendance & Punctuality Policy refers).

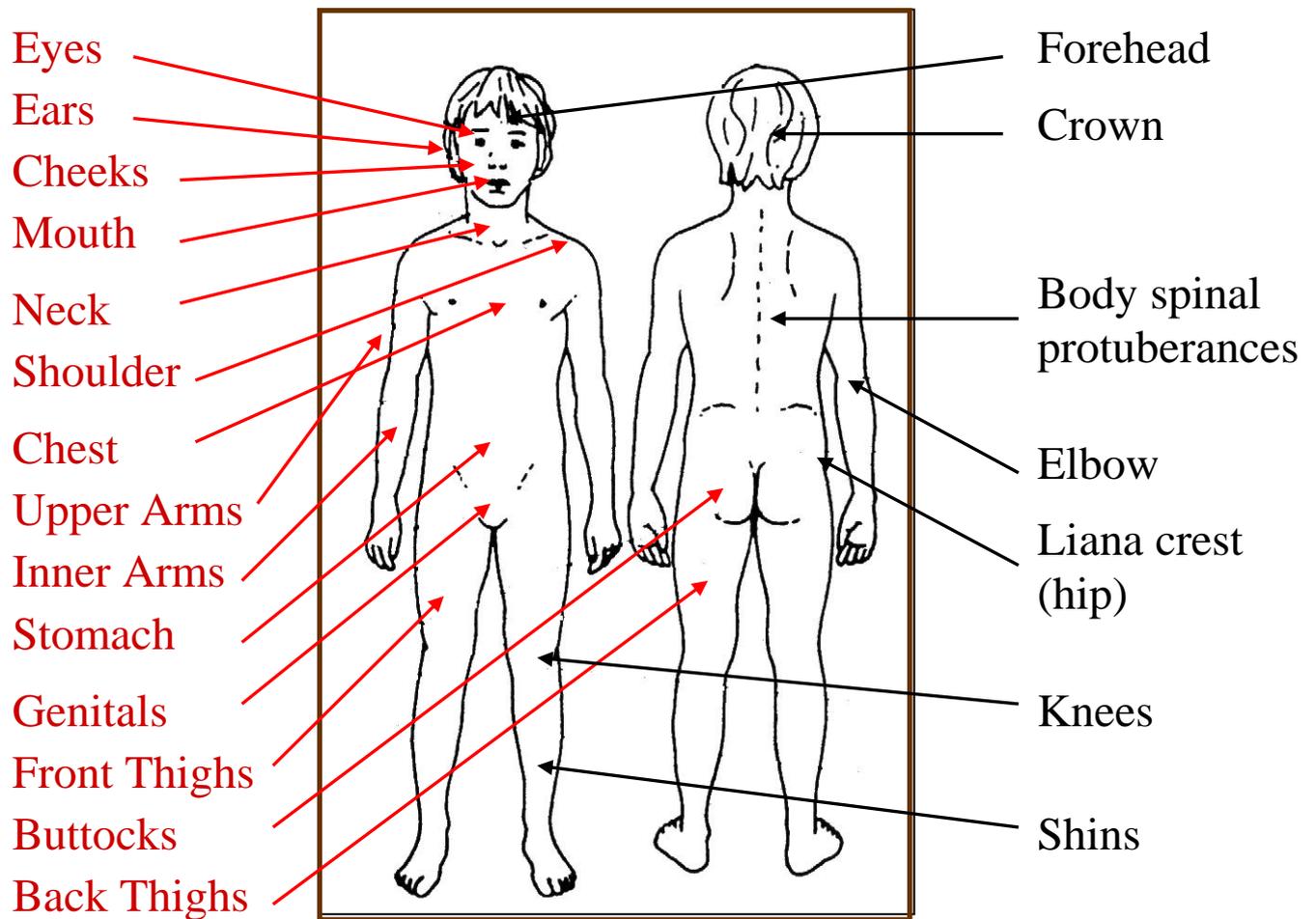
## **5.5 FORCED MARRIAGE/HONOUR BASED VIOLENCE**

- 5.5.1 Forced Marriage: in forced marriage, one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. It can affect students from all different communities and cultures and it is a crime and a form of abuse.
- 5.5.2 Forced Marriage Indicators: fear about forthcoming school holiday, request for extended leave and failure to return from visits to country of origin, absence/persistent absence, surveillance by siblings or cousins at School, decline in behaviour, engagement, performance, punctuality, being withdrawn from School by those with parental responsibility, sudden announcement of engagement to a stranger, prevented from going on to further/higher education.
- 5.5.3 Honour based violence: is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who: become involved with a boyfriend or girlfriend from a different culture or religion, want to get out of an arranged marriage, want to get out of a forced marriage, wear clothes or take part in activities that might not be considered traditional within a particular culture. Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include: domestic abuse, threats of violence, sexual or psychological abuse, forced marriage, being held against your will or taken somewhere you don't want to go, assault.
- 5.5.4 Staff should be vigilant of the indicators of forced marriage and honour based violence and should treat any concerns in the same way as for all other child protection issues (complete a CP1 form (x drive/child protection) and hand this immediately to the DSL/P).

**APPENDIX TWO: BODY MAP**

**For  
Non-Accidental  
Injuries**

**For  
Accidental  
Injuries**



## **APPENDIX THREE: TALKING AND LISTENING TO CHILDREN**

### **1. If a child wants to confide in you, you SHOULD:**

- a. Be accessible and receptive;
- b. Listen carefully and uncritically, at the child's pace;
- c. Take what is said seriously;
- d. Reassure children that they are right to tell;
- e. Tell the child that you must pass this information on;
- f. Make sure that the child is ok ;
- g. Make a careful record of what was said (see *Recording*).

### **2. You should NEVER:**

- a. Investigate or seek to prove or disprove possible abuse;
- b. Make promises about confidentiality or keeping 'secrets' to children;
- c. Assume that someone else will take the necessary action;
- d. Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- e. Speculate or accuse anybody;
- f. Investigate, suggest or probe for information;
- g. Confront another person (adult or child) allegedly involved;
- h. Offer opinions about what is being said or the persons allegedly involved;
- i. Forget to record what you have been told;
- j. Fail to pass this information on to the correct person (the Designated Senior Person).

### **3. Children with communication difficulties, or who use alternative/augmentative communication systems:**

- a. While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- b. Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LEA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

### **4. Recordings should**

- a. State who was present, time, date and place;
- b. Be written in ink and be signed by the recorder;
- c. Be passed to the DSL/DSP or Head Teacher immediately (certainly within 24 hours);
- d. Use the student's words wherever possible;
- e. Be factual/state exactly what was said;

- f. Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
- g. Be a chronological account of events.
- h. Record what the student would like to happen now and record details of how the student presents during the conversation (the CP1 form which is available on the x drive/Child Protection refers)

**5. What information do you need to obtain?**

- a. Schools have **no investigative role** in child protection (Police and Social Services will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!).
- b. Never prompt or probe for information, your job is to listen, record and pass on.
- c. Ideally, you should be clear about what is being said in terms of **who, what, where and when**.
- d. The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?'.
- e. If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Lead/Person /Head Teacher/line manager.

**6. If you do need to ask questions, what is and isn't OK?**

- a. **Never** asked closed questions ie ones which students can answer yes or no to eg Did he touch you?
- b. **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- c. If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'
- d. Timescales are very important: '**When was the last time this happened?**' is an important question.

**7. What else should we think about in relation to disclosure?**

- a. Is there a place in school which is particularly suitable for listening to students eg not too isolated, easily supervised, quiet etc;
- b. We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- c. Be prepared to answer the 'what happens next' question;
- d. We should never make face-value judgements or assumptions about individual students. For example, we 'know that [student.....] tells lies';
- e. Think about how you might react if a student DID approach you in school. We need to be prepared to offer a student in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- f. Think about what support **you** could access if faced with this kind of situation in school.

## **APPENDIX FOUR: STORAGE & TRANSFER OF RECORDS**

### **1 Storage and Transfer of Records**

- 1.1 The Child Protection records will be stored in a cabinet in the locked Child Protection office.
- 1.2 School leavers are cross referenced with School's Child Protection register at the fortnightly DSL/P Child Protection meeting.
- 1.3 A transfer of information cover sheet is included when Child Protection files are transferred to another school/education setting requiring signature on receipt.
- 1.4 A 'request for CP information' letter is sent to the previous School/education setting when students join School in year.
- 1.5 The DSL makes contacts with all primary schools on transition into year 7 to ascertain CP issues and collect CP records.

**APPENDIX FIVE: WHAT SHOULD I DO IF I HAVE A CONCERN?**

