**Safeguarding and Child Protection Policy**

**Named persons with designated responsibility for Safeguarding and Child Protection**

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| --- | --- | --- |
| **Academic Year** | **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** |
| 2019-2020 | J Gunter | E.Morgan |

**Policy review cycle**

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| --- | --- | --- | --- | --- |
| **Review Cycle** | **Date of Current Policy** | **Author of current policy** | **Ratification** | **Review date** |
| Annual | September 2019 | J Bird | J Gunter | September 2020 |

**Details of Policy Updates Since Last Review**

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| --- | --- |
| **Date** | **Details** |
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**Dates of Staff Training**

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| --- | --- | --- | --- |
| Whole School | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead | Compliance Officer |
| **Jan 2018** Inset. KCSiE 16, Child Protection and online safety. Trainer from South West Training Board 3 hours.  **08/01/2018** Safeguarding Children in Education.  **September 2018** Inset. KCSiE update. | Refresher DSL **08/01/2018** | Refresher DSL **13/06/2018** | Various online safety training throughout **January, February and March 2018.**  Safeguarding Responsibilities **19/01/18.**  Safer Recruitment **22/02/18.**  Prevent/Channel **30/11/18.** |

**Part 1: Policy**

**1. Definitions**

**Safeguarding** is defined as: 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 (Keeping Children Safe in Education (KCSIE), 2016).

**Child Protection** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

**2. Introduction**

At Gracefield School safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfill this responsibility effectively, all our professionals should make sure their approach is child-centred. This means that we should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

**Gracefield School** is committed to safeguarding and promoting the welfare of children by:

* Providing a safe environment in which children and young people can learn;
* Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by **Gracefield School** will be in accordance with:

* **Current Legislation:** [**The Children Act 1989**](http://www.legislation.gov.uk/ukpga/1989/41/contents)[**The Education Act 2002**](http://www.legislation.gov.uk/ukpga/2002/32/contents) **s175 / s157** and 2011 and Education and Inspection Act 2006
* **Statutory Guidance:**

**Working Together to Safeguard Children (2019**), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

**Keeping Children Safe in Education (2019)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

**The Teacher Standards 2013** state that teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## Local Guidelines: [Bristol Safeguarding Children Board](https://www.bristol.gov.uk/policies-plans-strategies/bristol-safeguarding-children-board) <https://bristolsafeguarding.org/children-home/>

Key documentation, procedures and guidelines are detailed in **Appendix 1.**

All staff at Gracefield School have a role and responsibility to safeguard children attending our school, irrespective of their role within the school by:

* Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with the school’s Designated Safeguarding Lead.
* All staff should be aware of the process and principles for sharing information within the school.
* The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child’s welfare should follow the referral processes set out in **Appendix 2.**

**This policy should be read in conjunction with the following policies:**

* Code of Conduct for Staff
* Anti-Bullying
* Behaviour
* Whistleblowing
* Tackling Extremism and Radicalisation

**3. Overall Aims**

This policy will contribute to safeguarding our pupils by:

• Clarifying standards of behaviour for staff and pupils;

• Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;

• Teaching children about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum;

• Working in partnership with pupils, parents and agencies;

• Alerting staff to the signs and indicators of safeguarding issues;

• Developing staff awareness of the causes of abuse;

• Developing staff’s awareness of the risks and vulnerabilities their pupils face by addressing concerns at the earliest possible stage;

• Addressing concerns at the earliest possible stage; and

• Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation

This policy will contribute to supporting our pupils by:

• Identifying and protecting the most vulnerable;

• Identifying individual needs where possible; and

• Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

• Including appropriate work within the curriculum. Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety and bullying. Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, and Art. As part of developing a healthy, safer lifestyle, pupils should be taught:

* to recognise and manage risks in different situations and then decide how to behave appropriately;
* to judge what kind of physical contact is acceptable and unacceptable;
* to consider what is a healthy and unhealthy relationship;
* to recognise when pressured from others (including people they know) that threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help;
* to use assertiveness techniques to resist unhelpful pressure.
* Children should feel valued, respected and able to discuss any concerns they have.

Gracefield School will implement child protection policies and procedures and work in partnership with pupils, parents and agencies.

**4. Expectations**

All staff and visitors will:

* Be familiar with this safeguarding policy. A summary for visitors is provided at **Appendix 3.**
* Be subject to Safer Recruitment processes and checks, whether

they are new staff, supply staff, contractors, volunteers etc;

* Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
* Be alert to signs and indicators of possible abuse;
* Record concerns and give the record to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).
* **If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately**. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

**5. Training**

* In addition to this policy, **all** staff should read and understand Part One of **Keeping Children Safe in Education (KCSIE) (2019).**
* **All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
* Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.
* All training will be effective and comply with the law at all times.
* The Designated Safeguarding Lead and Deputy will undergo training recommended by Bristol Safeguarding Children Board to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
* Proprietors will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the BSCB.
* Gracefield School will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
* The Designated Safeguarding Lead and Deputy are appointed to promote the educational achievement of children in our care and will undergo appropriate training.
* The Designated Safeguarding Lead and Deputy will undertake Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
* Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.

**6. Role of the Designated Safeguarding Lead (DSL) and Deputy (DDSL)**

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the school. Our DSL is Mr Gunter, the Headteacher and our Deputy is Mrs Morgan, the proprietor. They are assisted by further deputy designated safeguard leads, Mr Bird (Head of learning) and Mrs Tanner (School Business Manager)

Whilst the activities of the DSL can be delegated to the appropriately trained Deputy, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

* **Managing referrals** to other agencies including the local authority children’s social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
* **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the **Local Authority Designated Officer (LADO - Nicola Laird on 0117 9037795)** where there are concerns about the conduct or an allegation is made against a member of staff or volunteer at the school (N.B. if there is an allegation against the Headteacher of Gracefield School, then the LADO will intervene directly).
* **Undertake Training** to ensure the DSL (and deputy) will undergo training to provide them with the knowledge and skills required to carry out the role.
* **Raise Awareness** to ensure Gracefield Schoolsafeguarding and child protection policies and associated procedures are known, understood and used appropriately.
* **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Bristol Safeguarding Children’s Board guidance.
* **Availability** of the DSL (or her deputy) during term time and school hours needs to be ensured for staff in the school to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2019).

**7. Creating a Culture of Safeguarding**

* **Safer Recruitment and Selection**

The school pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2019) including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS). For those appointed to teaching roles an additional check will be made to ensure they are not prohibited from teaching. All recruitment materials will include reference to Gracefield School’scommitment to safeguarding and promoting the wellbeing of pupils. At least one person on the senior management team has undertaken Safer Recruitment training. A person who has attended Safer Recruitment training will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

* **Staff Support**

The stressful and traumatic nature of safeguarding and child protection work is recognised. Gracefield Schoolwill support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate.

* **Pupil Support**

Opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum, specifically in PSHE, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety and bullying (with particular regard to peer on peer abuse).

* **Whole School Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equal opportunities, complaints handling, positive behaviour, will be linked to ensure a whole school approach.

The safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

* **The Use of Photographic Images of Children at Gracefield School**

We live in an age in which technology has vastly increased the use, and potential misuse, of photography and safety issues surrounding the use of photographic images by schools needs to be considered.

There will be many occasions when Gracefield School wish to take photographic images of children and young people celebrating the achievement of our pupils and the school, as part of the curriculum and in extra school activities. This can enhance self-esteem for our children and their families and so is welcomed.

However, in addition, individuals have the right to respect for private and family life and there will be families who do not wish their whereabouts to be made public. Gracefield School is mindful of confidentiality issues especially in relation to children living in care or with adoptive families, and in situations involving Child Protection and Domestic Abuse.

Our School obtains the active consent of parents for images in the newspaper, newsletter or on the website through a consent form and ensures that the surnames of young people are not printed with photographs which could identify individuals. In addition, we have a GDPR policy and procedure that protects use of image and name.

Only the school cameras will be used to take photographs of the children. Images taken on the camera must be downloaded as soon as possible, ideally once a week. Photographs will be used to record a child’s progress, for internal use and external publication (when parental permission has been obtained).

No member of staff will take photographs of the children on their mobile phones, unless in exceptional circumstances, authorised by a member of the SLT.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Headteacher.

* **Identification of Those at Increased Risk, or have Additional Safeguarding Needs**

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include children with special educational needs and disability, children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

**8. What Staff Need to Know**

All staff need to be aware of the systems within Gracefield School which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

* Know the DSL (Headteacher) and her Deputy (Assistant Headteacher) and how to contact them;
* Read and understand this policy and revisit it annually or when significantly amended.
* Read Part 1 of Keeping Children Safe in Education (2019);
* Attend safeguarding training;
* Be aware of the school’s procedures in order to identify those pupils in need of early intervention/help and take appropriate action where there are concerns for the welfare and protection of children and young people;
* Adhere to the school’s Code of Conduct and behaviour management policies;
* Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children’s social care representatives. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child (see **Appendix 4** – Dealing with a disclosure of abuse);
* Report concerns about a child/young person immediately or as soon as it is practicable to the DSL; however, if a child is in immediate danger or is at risk of harm a referral should be made to children’s social care (First Response) or the police immediately;
* Be aware of signs of abuse or neglect (see **Appendix 5**);
* Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out;
* Report their concerns to the DSL if they think a pupil/student may be at

risk of radicalisation or involvement in terrorism;

* Report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the DSL/the Headteacher. If the concern relates to the Headteacher, it should be reported to the Local Authority Designated Officer (LADO - Nicola Laird on 0117 9037795) and they will decide on any action required;
* Be aware of whistleblowing procedures to alert the senior leadership team if they have concerns about safeguarding practices within the school. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
* The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
* Be aware that if staff are employed in provision covered by the Childcare Regulations 2009 and fall within the scope of Disqualification under the Childcare Act 2006, they must complete a self-declaration form in addition to the enhanced DBS. The self-declaration form will be updated annually.

**9. Key Safeguarding Areas**

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include:

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| **Child Sexual Exploitation (CSE) and Trafficking** 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. | **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 practice FGM.  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. (See Keeping Children Safe in Education Annex A). |
| **All Types of Bullying Including Cyberbullying and Sexting.**  Gracefield School has a separate Anti-Bullying policy. | **Forced Marriage** is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females. |
| **Domestic Violence, Gender-Based Violence/Violence Against Women and Girls (VAWG)** **and Teenage Relationship Abuse** involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships. | **Gangs and Youth Violence**. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items. |
| **Drugs**. As part of school’s duty to promote pupils’ wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government’s drug strategy (2010) to provide information, advice and support to pupils via the curriculum. | **Fabricated or Induced Illness.** This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them. |
| **Child and Adolescent Mental Health.** Good mental health and resilience are fundamental to our children’s physical health, relationships, and education and to achieving their potential. | **Faith Abuse**. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. |
| **Radicalisation.** The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas.  Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media.  Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals.  Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the school. | **Private Fostering.** Essential arrangements that are made privately 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. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. 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.  Gracefield School has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support. |
| **Online Sexual Abuse.** The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child’s immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers. | **Attendance.** Schools, including Academies and Free Schools, must monitor pupils’ attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on a school roll are not necessarily missing education but schools should monitor attendance and address it when it is poor. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. |

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2019).

**Part 2: Procedures**

1. **Reporting Concerns**

The procedure to respond to a concern about a child is detailed in **Appendix 2**. Accurate reporting is critical. Completion of the Gracefield School Child Protection incident/welfare concern form (**Appendix 6**) should be completed and passed to the DSL.

1. **Involving Parents and Carers**

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

1. **Multi-Agency Working**

Staff work in partnership with other agencies in the best interests of the children. If there are immediate child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone (0117 9036444); if possible and in less urgent cases, the DSL should use the web form to contact First Response[[1]](#footnote-1). Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

We will co-operate with any child protection enquiries conducted by children’s social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

1. **Exclusions**

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed.

1. **Private Fostering Arrangements**

Where Gracefield School has not been involved in making the arrangement but a member of staff or volunteer at the school becomes aware that a pupil may be in a private fostering arrangement and the child is under the age of 16 (or 18 if disabled) they should raise this, in the first instance, with the DSL. The school should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child.

1. **FGM Reporting Guidance**

* **Mandatory reporting of known cases:**

Phone 101 (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.

* **For suspected cases, the following points need to be considered:**
* All requests for extended leave or circumstances where a child is known to be going to a practising country of origin for the six-week holidays should be reported to First Response. Other points to be aware of are as follows:
* She has a parent from a practicing community;
* She and her family have a low level of integration into a community;
* The mother or any sisters have experienced FGM;
* She is withdrawn from her peers and social group;
* She has talked about, or you know about, the arrival of a female family elder;
* She talks about it to other children;
* She refers to a ‘special procedure’ or ‘special occasion’ or ‘becoming a woman’;
* She is out of the country for a prolonged period (holidays of 6 weeks to two months or more);
* She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too).
* **Prior to referring to First Response**, the parents will be invited in to consider and discuss the following: **who is going, where are they going, when are they coming back, who are they going to visit, what is the purpose of the visit?**

An explicit conversation with the parent will need to take place about FGM, highlighting that the practise is illegal in this country and is classified as child abuse. This includes that the law in this country protects British nationals abroad so that it is also illegal to take the girl abroad to perform FGM. Please record the parent’s response and reactions to this. Parents should also be notified that First Response will also be contacted. It is good practise to seek consent to share this information. However, if a parent refuses, then you need to notify the parent that this is your professional duty to inform First Response.

* **What happens next?**

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed.

1. **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of these children going missing in future.

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority – see Education Welfare Service – Bristol City Council** [**https://www.bristol.gov.uk/schools-learning-early-years/education-welfare**](https://www.bristol.gov.uk/schools-learning-early-years/education-welfare)

1. **Prevent**

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. To make a referral, the DSL will complete the referral form and send it to the Police Prevent Team at: [ChannelSW@avonandsomerset.pnn.police.uk](mailto:ChannelSW@avonandsomerset.pnn.police.uk)

For advice and guidance in making a referral or about a pupil causing concern: Tel. 01179 455536/9 – also contact First Response.

1. **Sharing of Information**

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

1. **Records and Monitoring**

**Well-kept records are essential to good child protection practice. Gracefield School is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.**

* Teachers with worries should speak to the DSL who will ask them either to keep a diary in the child’s confidential file or complete the Child Protection Incident/Welfare Concern Form. These can become official documents should the concerns be referred to Social Services.
* Our school has Child Protection Incident/Welfare Concern Form (**Appendix 6**) which must be completed, dated and timed, by any person with a concern regarding Child Protection and the front page plus any supplementary information must be passed to the DSL.
* When it becomes apparent there are child protection concerns, these are recorded on the Child Protection Incident/Welfare Concern Form in more detail.
* All child protection records are locked in the office.
* Staff can request access to a child’s individual records regarding Child Protection.
* Teacher-held notes may become part of school record when one serious issue occurs or the amount of small incidents become such that the child is at risk of harm.
* Children are monitored by having events followed up, this would include issues such as bullying in school.
* The DSL or Headteacher would notify the class teacher and other adults working with a child if they are being monitored. Parents may be informed if this did not place the child at further risk.
* Concerns are collated in the Child Protection file by the DSL
* The DSL, taking advice from the Local Authority if in doubt, will decide when concerns are sufficient to make a referral to First Response and involve other agencies.

**11. Transfer of Child Protection Files**

When a pupil leaves Gracefield Preparatory School we will ensure that any child protection file we have is copied and transferred to the pupil’s new establishment. This file, which is the record of all safeguarding concerns, will be passed on in its entirety to the next educational setting. It will be transferred separately from the main pupil file.

The DSL (or delegated member of staff), will inform the receiving school within five days by telephone or in person that a child protection file exists. The original child protection file will be passed on either by hand or sent recorded delivery, separate from the pupil’s main school file, within these five school days. Gracefield School will take care to ensure confidentiality is maintained and the transfer process is as safe as possible. If we post the records, we will first copy them and retain the copies in line with statutory guidance.

Whether we pass on the child protection files by hand or post them Gracefield School will keep written evidence of the transfer method. We will keep a duplicate copy of this form until we receive the original back from the receiving school with the details, signature and date of the receiving Designated Child Protection Officer. We will keep this signed form for six years.

If a pupil is removed from the roll to be electively home educated, Gracefield School will pass the child protection file to the local authority’s Elective Home Education (EHE) advisor and obtain a receipt as described above. If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from the new school within 10 school days, the DSL should follow the Child Missing Education (CME) procedures.

Gracefield School will retain child protection records for as long as the pupil remains in school and then will transfer the records as described above

**APPENDIX 1**

**Key Documentation, Procedures and Guidance**

* Children in whom Illness is Fabricated or Induced (2008) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf>
* The Counter-Terrorism and Security Act (2015)

<https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf>

* PREVENT Strategy HM Government (2011)

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf>

# Counter-Terrorism Strategy – CONTEST (2018)

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018>

* Keeping Children Safe in Education (2016)

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf>

* Keeping Children Safe in Education Statutory Guidance for Schools and Colleges (2019).
* Working Together to Safeguard Children (2018)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf>

* What to Do if You’re Worried a Child is Being Abused (2015)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf>

* Designated Teacher for Looked After Children (2018)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf>

* Prevent Duty Guidance for England and Wales (2015)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf>

* Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2018)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf>

* The Teachers’ Standards (2013) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>

* Mandatory Reporting of Female Genital Mutilation – procedural information (2016) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf>
* Listening to and Involving Children and Young People (2014) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/437241/Listening_to_and_involving_children_and_young_people.pdf>

### Creating and Opportunity for all. [Alternative Provision](https://www.gov.uk/government/publications/alternative-provision) (2018) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/713665/Creating_opportunity_for_all_-_AP_roadmap.pdf>

### [Behaviour and Discipline in Schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies) (2016) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf>

### [Children Missing Education](https://www.gov.uk/government/publications/children-missing-education) (2016) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf>

### School Attendance Parental Responsibility Measures (2015) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf>

### [School Exclusion](https://www.gov.uk/government/publications/school-exclusion) (2017) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf>

### Promoting the Education of Looked-After Children (2018) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf>

### Supervision of Activity with Children (2013) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf>

### Amending the Childcare Disqualification Arrangements in Schools and Non-Domestic Registered Settings (2018) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718641/Childcare_disqualification_consultation_report.pdf>

### [Education for Children with Health Needs who Cannot Attend School](https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school) (2013) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance__-_revised_may_2013_final.pdf>

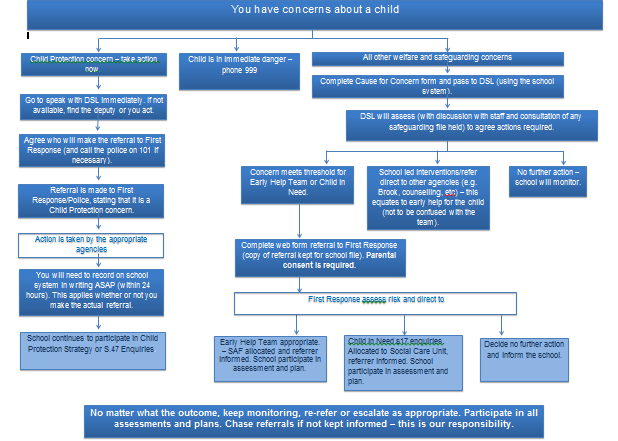
### [Inclusive Schooling: Children with Special Educational Needs](https://www.gov.uk/government/publications/inclusive-schooling-children-with-special-educational-needs) (2001) <https://webarchive.nationalarchives.gov.uk/20110907141006/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0789-2001.pdf>

### [SEND Code of Practice: 0 to 25 Years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (2015) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

### [Supporting Pupils at School with Medical Conditions](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) (2015) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf>

**Appendix 2**

**Reporting Concerns Flow Chart – Children Living in Bristol**





**APPENDIX 3**

**Summary of Safeguarding Information for Visitors to Gracefield School**

Gracefield School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

1. Promoting a caring, safe and positive environment within the school
2. Encouraging self-esteem and self-assertiveness
3. Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Gracefield School, in order to protect our children, we aim to:

1. Create an atmosphere where all our children can feel secure, valued and listened to
2. Recognise signs and symptoms of abuse
3. Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible:

**Designated Safeguarding Lead (DSL) Mr James Gunter**

If not available, please contact: **Deputy DSL: Mrs Morgan, Mr Bird or Mrs Tanner**

Everyone working with our children their parents and carers should be aware that:

1. Their role is to listen and note carefully any observations which could indicate abuse.
2. They should not attempt to investigate once the initial concern is raised
3. They should involve the Designated Safeguarding Leader (DSL) immediately
4. If the DSL is not available, the Deputy DSL should be contacted.
5. Disclosures of abuse or harm from children may be made at any time.

**If anything worries you or concerns you, report it straight away.**

**Cross reference to other school policies**

Gracefield School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children’s Welfare, this policy should be read in conjunction with the policies listed below:

* Code of Conduct for Staff
* Anti-Bullying
* Behaviour
* Whistleblowing
* Tackling Extremism and Radicalisation

(Not an exhaustive list of policies)

**Appendix 4**

**Dealing with a Disclosure of Abuse - When a child tells me about abuse s/he has suffered, what must I remember?**

* Stay calm.
* Do not communicate shock, anger or embarrassment.
* Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
* Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
* Encourage the child to talk but do not ask "leading questions" or press for information. Use **TED** descriptors (**T**ell, **E**xplain, **D**escribe).
* Listen and remember.
* Check that you have understood correctly what the child is trying to tell you.
* Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
* It is inappropriate to make any comments about the alleged offender.
* Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
* At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
* As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the teachers role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Recognise – Respond – Reassure – Refer - Record**

**Appendix 5**

**Types of Abuse and Neglect**

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by peers i.e. another child or children. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018). The ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

|  |  |
| --- | --- |
| **Emotional Abuse**: the persistent emotional maltreatment of a child such as to cause severe & 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 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 - could include interactions that are beyond a 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 cyberbullying), 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, although it may occur alone. | **Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. |
| **Sexual Abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. | **Physical Abuse**: a form of abuse which 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. |

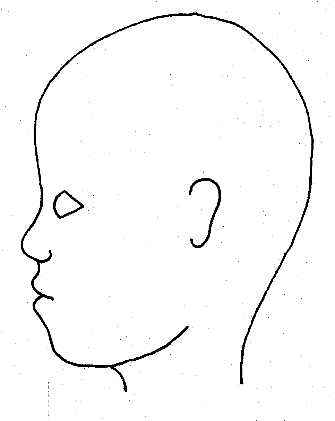
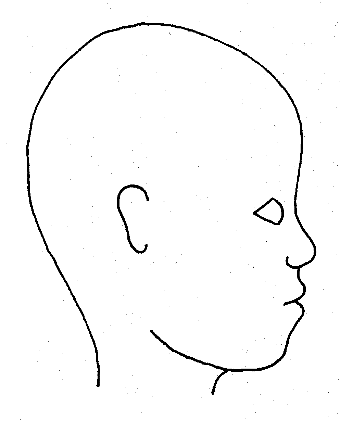
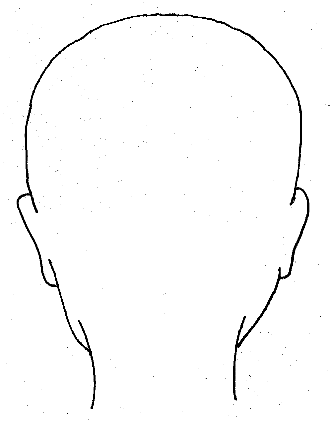
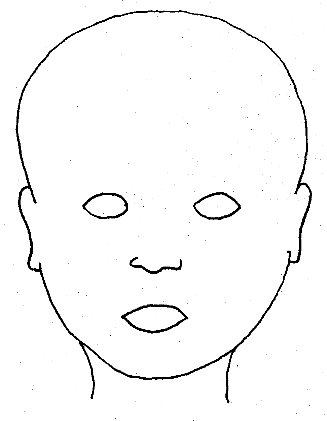
**Appendix 6**

**CHILD PROTECTION INCIDENT/WELFARE CONCERN FORM**

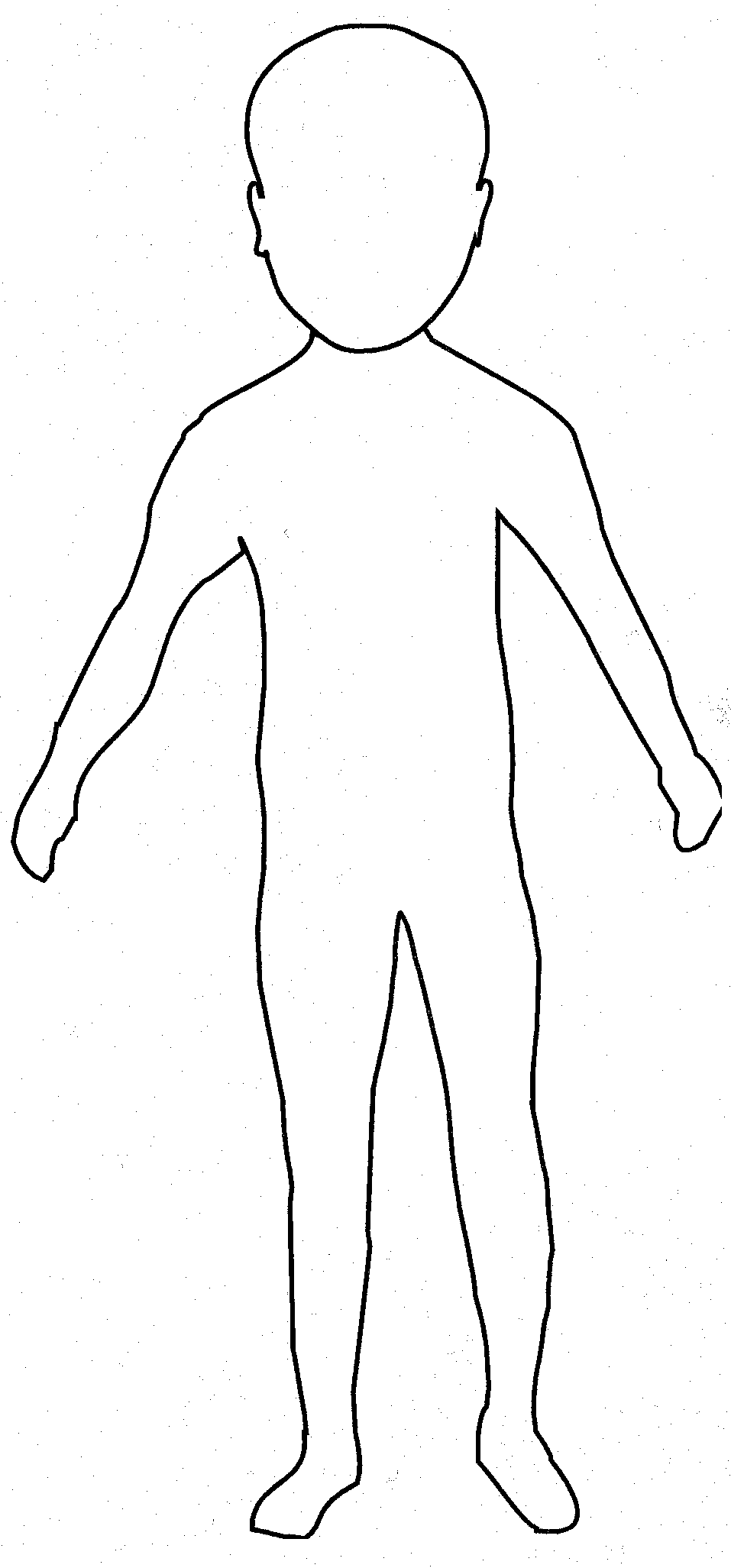
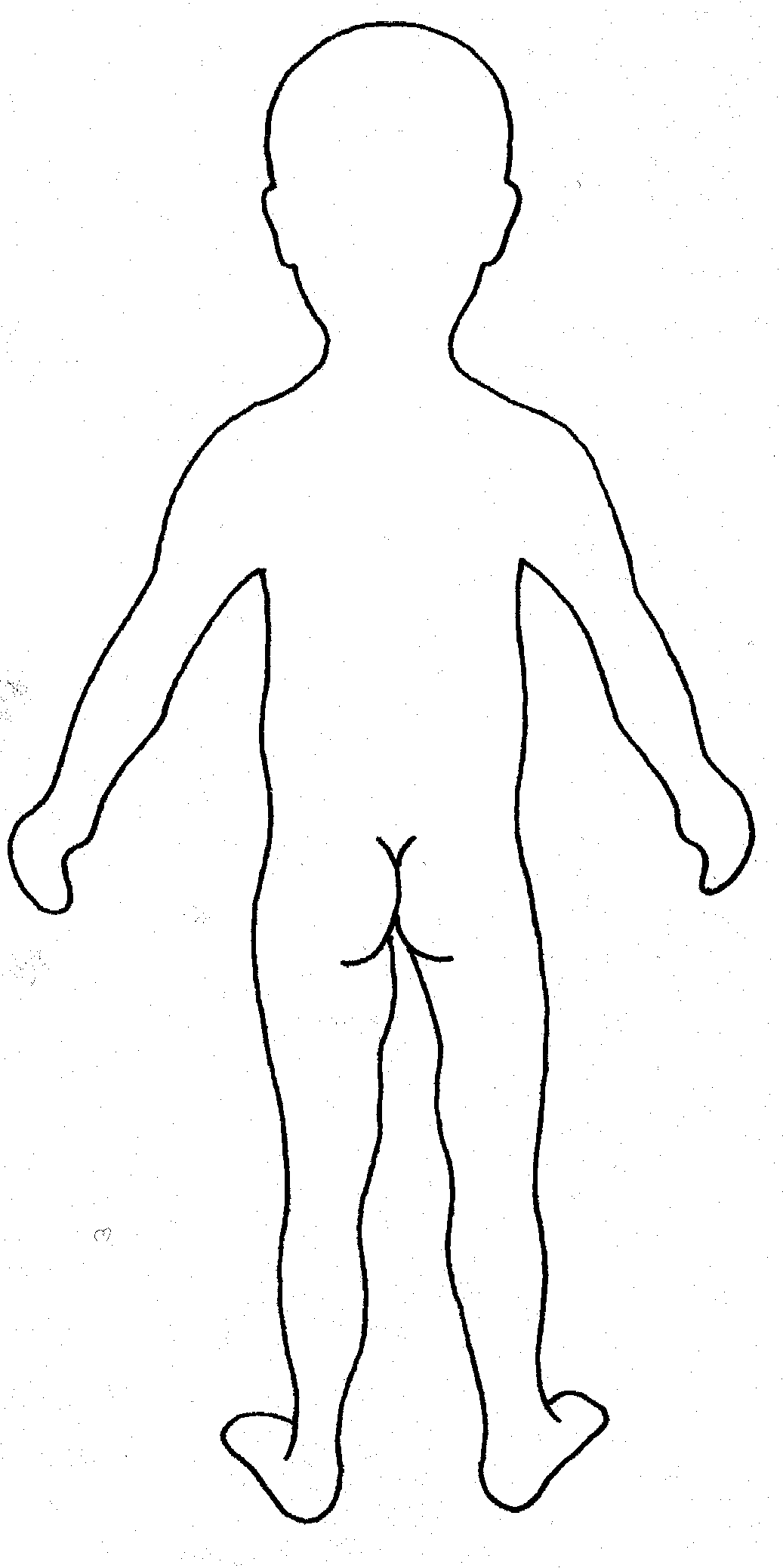
|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Child’s name** | |  | | | | | | | | |
| **Child’s date of birth** | |  | | | | | **Year group** | | |  |
| **Staff member reporting concern/ incident -**  **Name and position** | | |  | | | | | | | |
| **Date of incident ( )** | |  | | **Time of incident** | | | |  | | |
| **Details of the concern/incident**  Note the reasons for recording the concern/incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate. | | | | | | | | | | |
|  | | | | | | | | | | |
| **Reporting staff member’s signature** | |  | | | **Date** | | | |  | |
| **Please pass this form to the Designated Safeguarding Lead** | | | | | | | | | | |
| **The Safeguarding Lead**  The Safeguarding Lead should record the response to the incident or concern and outcomes. | | | | | | | | | | |
| **Response to the incident/concern**  Note actions taken, including names of anyone to whom your information was passed. | | | | | | | | | | |
|  | | | | | | | | | | |
| **Outcomes**  Record outcomes of the actions taken. | | | | | | | | | | |
|  | | | | | | | | | | |
| **Safeguarding Lead’s name** |  | | | | | | | | | |
| **Safeguarding Lead’s signature** |  | | | | | **Date** | | |  | |

**BODY MAP**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Child’s name** |  | | **Child’s date of birth** | |  |
| **Date of incident**  **( )** |  | **Person completing body map** | |  | |



**FRONT BACK RIGHT LEFT**

**CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS**

**RECORDING AIDE MEMOIRE FOR STAFF**

**Safeguarding children is a task for everyone at Gracefield School.**

All staff members at Gracefield have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

It is vital that any concern you have for a child’s welfare, however, small is recorded and passed to our Designated Safeguarding Lead.

**Your Designated Safeguarding Lead is**

**Mr J Gunter**

**What should you do if you have concerns?**

* **You must pass concerns to the Designated Safeguarding Lead, or another designated person in the Safeguarding Lead’s absence, as soon as possible after they are identified and, where possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action.
* The Designated Safeguarding Lead is responsible for referring chid protection concerns to Children’s Social Care. Although the timing of referrals is based on perceived risk, it is expected that **referrals will be made usually within one working day of recognition of risks.** **It is important, therefore, that the Designated Safeguarding Lead is made aware of concerns as soon as possible.**
* In the first instance, you could pass concerns to the Designated Safeguarding Lead verbally, but you must follow this in writing. **All concerns must be recorded on the child protection incident/welfare concern form.**
* Do not keep your own system to note concerns, you must use the system provided. This is to ensure proper communication, collation, and storage of information.

**What should you record on the child protection incident/welfare form?**

**Basic information**

* Full name and date of birth of child
* Your name and job title
* Date (include year!) and time of incident
* Full details of all other people involved

**Details of concerns**

Use the list in the box above as a guide and record as much information as possible. Pay particular attention to:

* Visible injuries or marks (use the body map provided)
* General demeanour and appearance
* Changes in behaviour and mood or changes in classroom functioning
* Response to sport and physical education (PE)
* Relationships with peers and adults
* Statements made by the child, comments, stories, drawings
* Parental behaviour, interest and comments
* Patterns of non-attendance
* Hearsay and nagging doubts you have about the child’s safety and welfare
* Make sure the information is factual and your opinions are substantiated.
* Use the child’s own words when recording a direct disclosure.
* Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see.
* Record all the actions you have taken and write legibly

**What is a child protection or welfare concern and when should you record and report it?**

When there are any concerns that might indicate possible abuse or neglect, the concerns need to be recorded and passed to the Designated Safeguarding Lead.

For example, (this is not an exhaustive list):

* Physical presentation of the child
* Marks on the child’s body or physical injuries
* Unusual or different behaviour
* Behaviour not appropriate to the child’s age or development
* Mood changes
* Statements, stories or drawings from the child
* Missing from the establishment or non-attendance without a reasonable explanation
* Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.
* Concerning parental behaviour towards the child
* Concerning letters, telephone calls or contacts from the parent to the establishment
* Direct disclosure or allegation made by the child

**Actions for the Designated Safeguarding Lead**

## When a child protection incident/welfare concern form is passed to you

## Check that the form is sufficiently detailed.

## Check that it has been dated and signed by the staff member who reported the concern.

## If a body map has been completed or there are any other documents referred to in the record, ensure these are attached and are, where appropriate, dated and signed.

**Complete the ‘Response to the incident/concern’ section of the form**

Record your response or action to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

* Requests to staff for monitoring specific aspects of the child’s presentation, behaviour, attendance, etc
* Discussions and telephone calls, with colleagues, children and parents, with a record of full names and dates
* Professional consultations and requests for information with a record of who was consulted (full name and job title) and dates consulted
* Letters sent and received

**Complete the ‘Outcomes’ section of the form**

Record the outcomes of any responses or action you took, with dates, for example:

* CAF started
* Referral sent to Children’s Social Care or the police contacted
* Whether or not parental consent was obtained for sending the referral and the reason for referring without consent, i.e. the child is at risk of significant harm
* Contact from Children’s Social Care or police in response to the referral, including contact with the child
* Strategy discussion or meeting under child protection procedures and the establishment’s involvement, if invited, e.g. who took part, when and outcomes
* Referral sent to other agencies and contact from other agencies in response to referral, including contact with the child
* Appointments for child with other agencies

**Update the chronology and observations**

Update the chronology with brief details of the incident, the response and outcomes. Update observations or diary records with full details.

**Update the child’s file as new documents are produced or received**

File all copies of referrals sent, letters sent and received, minutes of strategy discussions and child protection conferences and all other relevant documents in the child’s file. Update the front sheet, if necessary.

**Cross-reference to files for other children in the family**

Update the chronology in each child’s file and ensure that relevant documents are copied across to each file.

1. <https://www.bristol.gov.uk/social-care-health/reporting-concerns-about-a-child-first-response> [↑](#footnote-ref-1)