



HULL COLLEGIATE SCHOOL

CHILD PROTECTION

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following policies:

- Safeguarding
- Behaviour
- Missing Pupil
- Uncollected Child

This document is reviewed annually by Mr C M Wainman and Mrs K Williams or as events or legislation change requires. The next scheduled date for review is July 2012.

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For the purpose of this policy:

- The term '**staff**' or '**member of staff**' refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school.
 - '**Parent/s**' refers to adults with parental responsibility for a particular child
 - **CPC** - school Child Protection Coordinator
 - **CPO** - LA Child Protection officer (Schools)
 - **CPG** - Child Protection Governor
 - **ERSCB** – East Riding Safeguarding Children Board
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- Page references in the policy refer to the guidance listed below where more detailed information can be found.
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- Underlining indicates training, resource or action point

Child Protection – Designated people contact list

Senior School Child Protection Coordinator (Next training due 2012)	Mr C M Wainman (Assistant Head, Pastoral Care)	01482 657016
Prep School Child Protection Coordinator (Next training due 2012)	Mrs K Williams (Head of Prep School)	01482 652172
EYFS Child Protection Coordinator	Mrs K Williams	01482 652172
Child Protection Governors (Serving on the Welfare Sub Committee)	Mr J Carmichael Mr B Evans Rev S Wilcox	01482 657016
Chair of Governors	Mr K A Moffatt	01482 657016
ER Child Protection Officer (Schools)	Tony Marsh	01482 392139
ER Customer Service Centre		01482 393939
ER Emergency Duty Team		01482 880826
ER Hedon Family Support		01482 899962
Humberside Police ER Family protection Unit		01430 808406
Hull Central Duty Team Children's Services	Duty officer For all queries and concerns	01482 448879
Out of hours contact		01482 788080
Hull Public Protection Unit Humberside Police		01482 307220
Family Group Conferencing	Julie Cooper Donna Stead	01482 701936

1. Introduction

Our School Community fully recognises the contribution it can make to protect and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the 5 Every Child Matters outcomes for all our children.

The policy complies with section 2.2 of DfE 'Safeguarding children and safer recruitment in education: Statutory guidance' and is in accordance with locally agreed procedures. It is consistent with the following legislation and guidance

- 1) Working Together to Safeguard Children (2006 – HMSO)
- 2) **Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES)**
- 3) ER Safer Recruitment & Managing Allegations Toolkits (2008-ERSCB)
- 4) 'What to do if you are worried a child is being abused' (2006 -DCSF /DfES)
- 5) Care & Control Guidelines (2006 -ER CFAS)
- 6) The Use of Force to control or restrain pupils (2007-DCSF)
- 7) **Safeguarding Children - Guidance & Procedures (2006 -ERSCB)**
- 8) Safer working Practice for Adults who work with Children & Young People (2007-DCSF)
- 9) ER CFAS / EWS Children missing from Education Policy & Guidance (2008)

2. Other relevant policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- Anti-Bullying
- Physical Interventions/Restraint
- Safe & Appropriate Working Practice
- Special Educational Needs
- Educational Visits
- First aid and the administration of medicines
- Health and Safety
- Sex Education
- ICT and access to the internet
- The Common Assessment Framework

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

3. The policy

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils and safe and appropriate working practice by staff)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- **Support** (to pupils and school staff and to children who may have been abused);
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures.

4. School commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for which equip children with the skills they need to stay safe from abuse and develop resilience;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children;
- Obtain assurances that appropriate child protection checks and procedures apply to staff working with pupils on other sites;
- Report to the Independent Safeguarding Authority, within one month of leaving, any person who is no longer used because he or she is considered unsuitable to work with children.

5. Confidentiality

We recognise that all matters relating to child protection are highly confidential and the Headmaster or CPC will share that information on a 'need to know, what and when' basis.

These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose.

6. Roles and responsibilities

6.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff, and staff should be aware that the Whistle blowing policy may be consulted in this situation.

There are **key people** within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

6.2 The School Child Protection Coordinators (**CPC**) are designated to take the lead responsibility for Child protection. This includes providing advice and support and information to staff as appropriate, liaising with the LA and other agencies, maintaining CP records for individual children, arranging appropriate training for all staff and liaising with the Headmaster and Child Protection Governor. The CPC has a responsibility for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of any allegation or suspicion of abuse.

6.3 The Deputy CPC is available to give advice and support if the CPC is unavailable.

6.4 The Headmaster ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out.

Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headmaster. If the allegation is against the Headmaster it should be referred to the Chair of Governors, Deputy Head or the Child Protection Officer Coordinator.

The Headmaster will report to the ISA within one month of leaving any person whose services are no longer used because he or she is considered unsuitable to work with children. Failure to make such a report to the ISA constitutes an offence and the school may be removed from the DfE register of independent schools. It should be noted that 'compromise agreements' cannot apply in this connection.

6.5 The CP Governor acts as a 'Champion' of the safeguarding role of the school and liaises with the Headmaster and CPC in order to report to and advise the full Governing Body.

6.6 The Governing Body, in particular the Chair, has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate through an annual review of the school's CP (Safeguarding) policy and Procedures. The school's LGB is required by the UCST board to undertake an annual review of the school's Child Protection (Safeguarding) Policy and Procedures and of the efficiency with which the related duties have been discharged. The CPC & CP Governor prepare a CP annual report to be discussed at the full Governing Body meeting.

7. Records and monitoring

1. Well-kept records are essential to good child protection practice, and the school keeps a record of all child protection allegations or concerns. All staff are made clear about the need to record and report concerns about a child or children within our school. CPC is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headmaster.
2. Each file will contain a 'Chronology Sheet' (Appendix 4), which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other events. The file will also contain all other relevant information but be separate from the child's school records.
3. CP files are stored in secure location in the CPC's office. Only the Headmaster, CPC and Deputy CPC have access to these files.
4. The information in these files may be accessed and used as evidence by other agencies.
5. Parents/guardians may also request to read them. Only factual information is recorded as such. If unsubstantiated information is recorded it is indicated as such.
6. The CPC and Headmaster decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns.
7. Child protection records are reviewed regularly to check whether any action, advice or updating is needed.

8.1 Recognising concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.

Sexual abuse - behaviour changes – precocity - withdrawal - sexually inappropriate behaviour

Emotional abuse - excessive dependence - inappropriate emotional responses over reaction to mistakes

Neglect - inadequate clothing- hunger- lack of sleep - lack of supervision

Physical Abuse - aggression - inconsistent explanations- refusal to discuss injuries

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged.

A fuller list of possible Signs & Symptoms is contained in **Appendix 1**

8.2 Responding to concerns

‘Never Do Nothing – Do the basic things well’

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the CPC immediately as outlined in **(Appendix 2)**. And in 8.3 Wherever possible this information should be recorded on the ‘Record of Concern Form’ **(Appendix 3)**. Concerns relating to marks or injuries should be recorded on a ‘Body Map’ outline **(Appendix 3a)**, which should be attached to the ‘Record of Concern Form’.

It is vital that staff do not:

- **dismiss** concerns or disclosures as insignificant, they may provide a vital link to other information
- **keep** such concerns to themselves
- **promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

8.3 Passing on concerns

Members of staff who have any concerns regarding the safeguarding of pupils should report to the appropriate CPC. Mrs Williams should be contacted in the Prep School and Mr Wainman in the Senior School. Should neither one of the CPCs be available the Deputy CPC or Headmaster should be made aware of the concerns.

9. Further action

9.1 Considerations

The CPC/Headmaster should decide, taking advice from the CPO or Social Care if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made
- If a child is considered to be in need of help consent for a Common Assessment should be sought and used to inform a Child in Need referral to Social Care if appropriate

- If the CPC decides that no further action should be taken at that time s/he must make a record of the reasons for that decision.

The CPC should keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

9.2 Consulting Parents

1. If possible any concerns about a child's welfare should be discussed with parents/guardians provided that this will not:
 - Possibly place the child at increased risk
 - Possibly place staff at risk
 - Be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement
 - Cause a delay in referring if contact cannot be made
2. If there are doubts or reservations about involving the parents the CPC should seek advice from Social Care. Personal details need not be discussed unless the advice confirms a referral and who will inform parents and when.

9.3 CP Referrals

If the school makes a CP referral the ER Safeguarding Children Board Procedure will be followed by the CPC.

After a telephone referral the CPC will send a written 'Confirmation of Referral' to the Child Care Team and a copy to the CPO both within 48 hours. (Ideally on the same day).

In EYFS:

Ofsted will be informed - as soon as is reasonably practicable, but at least within 14 days – of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse which is alleged to have taken place on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

9.4 Feedback

Within 24 hours the Child Care Team should report back to the CPC and indicate their decision on future action.

Whatever the outcome of reported concerns the CPC will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

10. Vulnerable children - supporting pupils at risk

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
3. CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.
4. If a child, who is the subject of a Child Support Plan, is missing from school for 2 days without a verified valid reason the CPC will contact the assigned social worker.
5. In the same way if a child that the school has serious concerns about, is missing the school will consider making a CP referral.

11. Joint working with other agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children. We are therefore committed to initiating and supporting inter-agency work such as the:

- Common Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Family Support Services
- Independent Schools Inspectorate

12. Case Conferences and Core Group Meetings

1. The CPC & Headmaster will ensure that the appropriate member(s) of staff will attend initial and review Case Conferences and core groups and provide written reports for these.
2. Reports will be compiled after discussion with relevant staff such as class teachers/form tutors, pastoral or year heads SENCOs etc.
3. Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

13. Information sharing

Information will be shared in line with the key principles outlined in 'What to do if you are worried a child is being abused' (p19). In cases involving possible child abuse the school has a duty to share information.

The CPC/Headmaster will ensure that:

- factual information only is shared
- the information is shared appropriately and confidentially
- with the appropriate professionals
- that this is logged on the child's CP file

14. Children's Concerns

1. The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.
2. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. **(Appendix 5)**
3. Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

15. Recruitment and selection of staff

1. The school complies fully with DCSF Guidance (Safeguarding Children and Safer Recruitment in Education) and vetting and CRB checking procedures.
2. The school ensures that CRB checks on all staff and appropriate volunteers are carried out as required and a central school file is maintained.
3. The Head and SLT will complete the appropriate online safer recruitment training or equivalent and ensure that their expertise is updated as required.

16. Induction

When new long term staff or volunteers start at the school they are briefed on the school CP and Safe Working procedures and given a copy of:

- This policy
- 'What to Do if You Are Worried A Child is being Abused'
- The school's Safe Working policy

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the CPC.

17. Training

- All staff are reminded of the policy and procedures at the start of each year
- All staff will complete the ERSCB Foundation Level - A Shared Responsibility and receive refresher training every 3 years thereafter
- The CPCs will undertake child protection and interagency training every two years. This can be accessed through ERSCB:
 - Foundation Level - A Shared Responsibility
 - Level One - Working Together
 - Working Together Refresher
 - LA CPC Training.
- A group of key pastoral staff will be identified for ERSCB training up to at least Level One to ensure that the expertise and awareness is adequate across the school
- The CPG when available will attend the LA CPG training session
- All Governors will be invited to school CP training events and encouraged to attend the ERSCB Foundation Level training

18. Physical intervention

1. Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Headmaster or appropriate senior manager, and parents informed on the same day.
2. Only adults designated by the Headmaster in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

19. Safe working

1. All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.
2. The School 'Safe working' policy is given to all staff .
3. At the start of each year or at induction, all staff will be reminded of the principles of 'Safe Working' in line with DCSF guidance (2007) and the school guidelines.
4. All staff working with KS4&5 pupils are made fully aware of the law relating to 'Abuse of Trust'.

20. Allegations against staff and volunteers

1. If a member of staff or a volunteer receives an allegation of inappropriate or abusive behaviour by a colleague, or feels required to make such an allegation, they should pass the information, without delay, to the

Headmaster. In the Headmaster's absence, the concern should be reported to the Deputy Chief Executive.

2. If the allegation is against the Headmaster it should be referred to the Chair of Governors and the Deputy Chief Executive.
3. Any such matters will be dealt with in the strictest confidence.
4. The Headmaster will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in 'Safeguarding Children and Safer Recruitment in Education' and ER LA detailed procedures. In cases of serious harm, the police will be informed from the outset.

21. Reporting concerns about other members of staff

It is unacceptable for any member of staff to keep such concerns to themselves.

If in this situation the member of staff feels unable to discuss the issue with the Headmaster s/he should contact, another senior member of staff or the CPO.

22. Parents

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework should be used whenever possible.
2. However we ensure that parents are aware that we may need to make CP referrals without their consent or knowledge. **(Appendix 6 & Section 9.2 above)**
3. A statement in the school's brochure and web site will inform parents about the school's duties and responsibilities for safeguarding and Child protection.
4. Parents are also made aware that the CP policy is available from the school and the name of the CP governor if they wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP Governor, CPC or Headmaster.

23. Policy review

1. Governors representing the Welfare Sub Committee will review this policy each year at a meeting with the Deputy CPC. The views of the children, parents, lunchtime staff and other support staff will be sought and taken into account in this review.
2. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff immediately and remedied.

This policy applies to all members of our school community including those in our Early Years setting.

Appendices

Appendix 1

Definitions of Significant Harm & Indicators of Abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

1. **PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
2. **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, failure 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.
3. **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 children 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 on children.
4. **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 (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults
E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal

- Apparent secrecy
- Wetting, day or night
- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic affects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

Appendix 2

Responding to Concerns - Disclosures (including those concerning abuse by one or more pupils against another pupil)

- React calmly promise confidentiality not secrecy
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to, for more information but with caution

The use of 'TED' questioning may be appropriate

Tell me what happened
Explain what you mean
Describe how...

Or open ended questions e.g.

What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest

- Make a written note of:
 - What is said
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates & clear signature
 - Maintain strict confidentiality
 - Pass the information to the CPC or Deputy CPC on the same day

Appendix 3

Hull Collegiate School
Child Protection Record of Concern or Disclosure

Complete and pass to CP Coordinator as soon as possible on the same day. If not available pass to deputy CPC or the Headmaster.

Pupils Name:	Tutor Group			
	D.o.B.			
Concern identified by:	Date		Time	
Nature of Concern / details of disclosure / other relevant information:				
				Continue on reverse if needed
Passed to:	Received by:			
	Date:			
Action taken by CPC (or person receiving this form)				
This form to be filed in pupils CP file and noted on CP chronology				

Appendix 3a

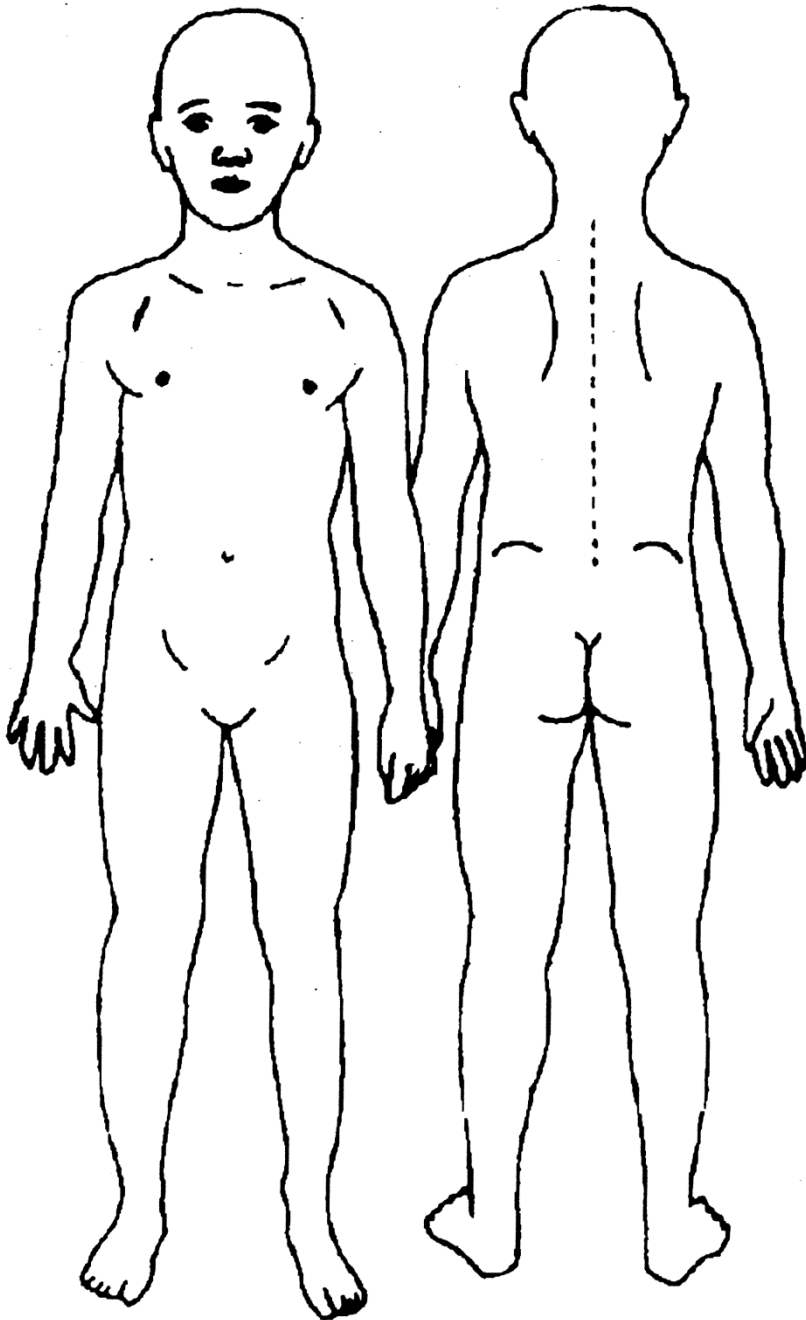
Hull Collegiate School

Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

Date:

Name of Adult making rec



Appendix 5

Example of Advice for Children

- **If someone is hurting or upsetting you or making you feel scared you, it is not your fault**
- **You are not alone, there are people who can help you and stop people from making you feel scared or hurt**
- **You may be frightened of the person hurting you or your friends but there are things you can do to get help and make it better**
- **If someone is frightening you on the Internet or on your mobile**

You should:

- **Tell someone** you trust. Your friends, teachers, parents, grandparents or other people at school may be able to help.
- **Let people help** to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you - **anyone who tells you that is a liar**
- Keep it a secret
- Feel you have no one to turn to – people are there to help
- *The NSPCC or Childline can listen and help*

Appendix 6

Advice / Information for parents to be used at induction and in newsletters etc

At Hull Collegiate School, we recognise that your child's' welfare is our responsibility and concern. We want to work in partnership with you, and discuss any concerns we may have or that you may have.

It is our intention to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Child Protection Coordinators, Mr Wainman or Mrs Williams.