

SAFEGUARDING CHILDREN/CHILD PROTECTION POLICY

This policy applies to all children at Unicorn School, including those in the EYFS. Parents have been informed in the Parent Guide that this policy is available to them on request. It is also available on the school website. The Parents' Guide is issued upon starting the school and then reissued on the transition from the infants to the juniors. This policy is produced with regard to the DfE publications 'Safeguarding Children & Safer Recruitment in Education', 'Working together to Safeguard Children' (March 2010) and 'What To Do If You Are Worried a Child is Being Abused', together with 'Every Child Matters'.

For the purposes of this policy the word 'staff' means all adults within the Unicorn School community including the Head, Bursar, admin staff, teaching staff, assistants, dinner ladies and school premises manager. Governors and volunteers who work with children are made aware of the schools arrangements for Child Protection and their responsibilities. The procedures contained in this policy apply to all staff and governors and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB).

In EYFS, the Head will notify local child protection agencies of any serious accident or serious injury to, or the death of, any child whilst in their care and act on any advice given.

SAFEGUARDING DESIGNATED PERSON (SDP):	DEPUTY HEAD (THE HEADMISTRESS IF DEPUTY HEAD IS ABSENT. ALL STAFF ARE MADE AWARE OF THIS)
EQUALITY AND DIVERSITY OFFICER:	THE LEARNING ENRICHMENT LEADER / SENCO

To be up-dated annually by the SDP who holds responsibility for Child Protection across the school from EYFS to age 11 and ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay. The SDP is also responsible for approving amendments to child protection arrangements in the light of changing regulations or recommended best practice. Last up-dated July 2011. The Chair of Governors and the Governing Body are responsible for an annual review of this policy and its procedure of the efficiency with which the related duties have been discharged and feedback will be given to the SDP. The policy is in accordance with the London Child Protection Procedures under the auspices of the LSCB and locally agreed inter-agency procedures within Richmond. It is made available to parents on the school website. The SDP (Deputy Head) liaises with the EYFS Co-ordinator and the Head of Infants to ensure contact with Local Statutory children's agencies relating to the EYFS. The SDP also makes contact with the Local Authority Designated Officer.

The SDP undertakes training within a period of a minimum of every two years. The SDP has completed IAPS Designated Teacher Training and is scheduled to attend a course run by The London Borough of Richmond upon Thames in Autumn 2011. The Headmistress and all members of staff develop their understanding of the signs and indications of abuse and have training on a regular basis (a minimum of every three years). As new staff are appointed a short induction course is provided by the SDP. In addition part time and voluntary staff are made aware of the proper procedures and arrangements and of their responsibilities with regard to safeguarding / child protection procedures. New volunteer parents are interviewed and made aware of child protection issues through the appointment and interview process and receipt of this policy.

All Staff at Unicorn School fully recognise their responsibilities with regards to protecting and supporting children at the school. All staff believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral developments of the individual child. This policy is designed to provide a comprehensive coverage of the key issues involved: definition, explanation and identification, procedure and support.

For allegations against members of staff/volunteers/Head, see section 6 of this document.

For details of the safer recruitment procedure, see section 9 and Safer Recruitment policy.

For information on the following issues, please see the relevant sections of this policy:

ISSUE	SECTION
Signs of possible abuse	1
That confidentiality cannot be provided to a pupil giving evidence	4, 5
The need to avoid using leading questions	4
Procedures for dealing with abuse by other pupils	10 and Anti-Bullying policy
The schools reporting arrangements (plus 24 hour referral)	4
The contact details for agency involvement	4
Guidance for staff	3, 10
Assurance from other organisations on the suitability of staff	9
Reporting to the Independent Safeguarding Authority	6

SAFEGUARDING AND PROMOTING WELFARE

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

In accordance with 'Every Child Matters & Safer Recruitment' Unicorn School has five goals equally applicable to all children in the Unicorn School, from the EYFS to 11 years old.

- That children are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Experience social and economic wellbeing.

The aims of the policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, including the Police and Family Services;
- To ensure that all adults within our school who have access to children have been checked as to their suitability.
- To promote safe practice and challenge poor and unsafe practice.
- To promote an understanding that child abuse transcends class, ethnicity and culture
- To ensure that the school follows the guidance set out in the DfE publication '*What to do if you are worried a child is being abused*'

DEFINITION OF CHILD PROTECTION

The process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

DEFINITION OF CHILD ABUSE

At Unicorn, child abuse is taken to refer to any child aged 3 – 11 years who, through the action, or inaction, of parents, other carers or other child/children, has suffered, or is likely to suffer neglect, or serious physical, sexual or emotional harm.

All children have the right to be treated as individuals, to have his or her needs met, and to be shown respect for all aspects of his or her identity, including gender, nationality, ethnic origin, religion, sexuality and culture. At Unicorn we are sensitive to the fact that parenting and child rearing styles can vary according to class, age, race, ethnicity, culture and/or religion. We recognize that all parents have the right to raise their children according to their family traditions and we are aware of not passing judgement on or discriminating on the basis of difference. All members of staff have a responsibility to identify and report suspected abuse (including suspected, actual or reported abuse by other members of staff) and to ensure the safety and well being of the pupils. Staff should be aware of the signs of the various types of child abuse and the procedures they should follow if they have concerns about a child. The designated member of staff with responsibility for child protection is the Deputy Head and in his/her absence, it is the Headmistress and all staff are made aware of this. The governor representative is the Chair of Governors.

SECTION 1. DEFINITIONS AND SIGNS OF CHILD ABUSE

The four broad categories of abuse are physical, sexual, neglect and emotional. These categories do overlap and an abused child may frequently suffer more than one type of abuse.

Physical Abuse

This includes hitting, shaking, throwing, squeezing, burning or scalding, biting, administering poisonous substances, suffocation, drowning and excessive force. It may also be caused when a parent or carer invents symptoms of physical disorder in the child or deliberately causes ill health to a child and then seeks medical help. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child. The abuse may involve one or more pupils against another pupil. Other types of abuse may occur in this instance (sexual / emotional)

Possible Signs in the child: unexplained injuries or burns, any injuries not consistent with the explanation given for them or several different explanations provided for an injury eg bruising, bite marks, burns, scars and even fractures. The child may also become aggressive, withdrawn, regressive, fear medical help, refuse to discuss injuries, show a reluctance to change for, or participate in, swimming or PE and exhibit self-destructive tendencies. The parent/carer may be disinterested or undisturbed.

Sexual Abuse

As well as sexual contact, sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Possible Signs in the child: children are frequently too scared to say anything due to guilt and/or fear. There may be no physical signs and indications are likely to be emotional/behavioural. A child may show excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or may regularly engage in sexual play inappropriate to his/her age group. Physical symptoms may be present and behavioural/emotional difficulties may arise.

Neglect

Neglect involves persistent or severe lack of care for a child's basic emotional and physical or practical needs eg for food, shelter and medical care likely to result in the serious impairment of the child's health and development.

Possible Signs in the child: evidence of neglect is built up over a period of time and can cover different aspects of parenting. The child may be constantly tired, hungry, dirty, small for age or absent from school and/or left alone at home.

Emotional Abuse

Emotional abuse is the persistent, emotional, ill-treatment or rejection of a child such as to cause severe and persistent effects on the child's emotional development. Some level of emotional abuse is involved in most other types of ill-treatment of children, although emotional abuse may occur alone.

Possible Signs in the child: emotional abuse may be difficult to recognise because the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The child may be withdrawn, aggressive, regressive, nervous, neurotic, anxious, over-tired or afraid.

Grave Concern

This concerns children whose situations do not currently fit the above categories, but for whom there is significant risk of abuse. The procedure remains the same.

SECTION 2. RECOGNITION OF CHILD PROTECTION ISSUES IN SPECIFIC CIRCUMSTANCES

In certain circumstances eg parent mental illness, family alcohol or drug abuse, foreign exchange visits, domestic violence or religious and racial harassment, child abuse may commence.

SECTION 3. HOW CAN INDIVIDUAL STAFF PREPARE THEMSELVES FOR DEALING WITH CHILD ABUSE?

If a member of staff has any concerns about a child:

- *They immediately consult the Designated Person*
- *The Designated Person will pull together all which is known about the child from school records and other staff*
- *The Designated Person will report to Social Services SPA (Single Point Access) on 020 8891 7969 (or the child's home Local Authority Social Services)*
- Staff are encouraged to take the issue of abuse seriously.
- Staff should be reminded that teachers are in a special position to talk to the child, to help and to provide a safe haven.
- Staff should consider the possibility of abuse within the school.
- Staff should know that they will be helped to deal with their own feelings.
- Staff should be reminded not to try to handle issues on their own. They should report them to the Deputy Head as their SDP.
- Staff are reminded that confidentiality cannot be promised to a pupil giving evidence
- Staff do not contact parents themselves.
- Staff remain vigilant about ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This is of particular relevance during one to one tuition, sports coaching, conveying a pupil by car etc.
- Never accept any telephone call by an outside agency without checking first ie. ring back. Do not contact parents etc. by yourself.

SECTION 4. ADVICE ON HOW TO REACT WHEN A CHILD WANTS TO TALK ABOUT ABUSE

If a child chooses to share a confidence it is important to reassure them that their concerns are taken seriously even if it is difficult to believe. Be supportive, calm and listen attentively, without probing. Accept what the child says and look the child in the eye. Do not ask specific or leading questions but if the confidence is in the nature of sexual assault ask 'when did it happen?'; this is because forensic evidence can be collected within 7 days. Never promise to keep it a secret. Don't use your own words to describe events or investigate. Don't discuss with anyone other than the SDP. Tell the child sensitively that the information they disclose will have to be passed to people who can help and let the child know your next move. Tell the child that they have done the right thing by telling you. Inform the SDP for child protection

Be Sure to Keep a Record

Make notes as soon as possible, writing down exactly what the child said and when she/he said it. Record dates and times of meetings and when they were recorded. Keep all hand-written notes, even

if subsequently typed. All notes and typed text must be signed and dated, as well as countersigned and dated by the SDP. All the SDP's notes will be similarly treated.

School Procedures for Suspected Child Abuse

- a) Talk with and listen to the child. The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. However, for the sake of the child, each case will be treated with discretion and only the relevant people informed of what has taken place. Where abuse is alleged, the adult should listen carefully to what the child says so as to clarify the concerns and to offer re-assurance about how she/he will be kept safe. Senior pupils (UV Class) are briefed about appropriate action to take should they receive any allegations of abuse, they are encouraged to share concerns immediately with the Class Teacher. Brief the SDP.
- b) If the SDP feels there is substance in the suspicions, they will discuss the matter immediately with the Head.

The Head or SDP will communicate readily with a local safeguarding agency whenever an allegation or disclosure of abuse has been made. Contact with an appropriate welfare organisation must be made within 24 hours of a disclosure or suspicion of abuse. When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and designated child protection officer will not make their own decision over what appear to be borderline cases, but rather the doubts and concerns will be discussed with the local authority designated officer (LADO). This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse (*What to do if you're worried a child is being abused*, sections 10.2 and 10.3).

Allegations against staff, volunteers or the designated person with responsibility for safeguarding should be reported to the head. It is also advised that the designated person should be contacted (unless he or she is the object of the allegation), since the designated person will have received higher level safeguarding training. If the head is absent, the allegation should be passed to the chair of governors. If the allegation concerns the head, the person receiving the allegation should immediately inform the chair of governors without notifying the head first. In case of serious harm, the police should be informed from the outset.

The Head with the help of the SDP may decide to do one or more of the following:

- If the child is suffering from a serious injury, medical attention must be sought immediately from A & E, the Social Services Department (SSD) and the duty consultant paediatrician must be informed of any concerns.
- The prime concern at all stages would be the interest and safety of the child. Where necessary the appropriate action will be taken to ensure the safety of the child, as the law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard that child's welfare. For example, a teacher should take all reasonable steps to offer a child immediate protection from an aggressive parent.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Family Services as soon as there is a significant concern;

Concerns may be discussed with:

Social Services SPA (Single Point Access) on 020 8891 7969

Mon to Thurs 9-5.15, Fri 9- 5

(Out of hours emergency 020 8744 2442)

Barbara Murray, Deputy Director of Education and Children's Services: 020 8891 7678

(Allegations against staff only)

Police Child Abuse Investigation Team: in hours (8AM-8PM) 020 8247 6331 or Out of Hours: 0300 123 1212 (Hounslow Police Station)

*Education Welfare Service, Jill Jinks, Senior EWO: 0208487 5479 (j.jinks@richmond.gov.uk)
Childline might also be consulted, or the NSPCC on 0808 800 500.*

Where practicable and appropriate, concerns will be discussed with the child's parents and if required agreement sought for a referral to SSD, unless this may put the child at further risk. Parents will be asked for explanations of a suspicious injury, behaviour or child's allegation.

These conversations will be open and honest, and the parents will be provided with reasons for concerns and required to give explanations for these concerns. There is a Common Assessment Form for this purpose stored in both the Headmistress's office, SDP's classroom and in the School Secretary's office. Formal referrals from named professionals cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer. The meeting will always include both the Head and the Chair of Governors. After the meeting:

- The Bursar should be informed.
- Discuss concerns with Social Services Duty and Assessment Team or lodge a formal referral. If parents have not been informed or have withheld their permission, the SSD should be informed that the school is proceeding without parental agreement. The parent should also be contacted where appropriate and advised that after considering their wishes a referral has still been made.

Referrals to the SSD

All verbal and telephone referrals will be confirmed in writing within 48 hours, using Richmond's interagency referral form, the **Common Assessment Form** together with the **Common Referral Form**, see copies at the end of this policy. Please see the form for further information. Social Services should acknowledge referrals within one working day of receipt. If this does not occur within three working days, the referrer (SDP) will contact Social Services again.

Confidentiality

We recognise that all matters relating to Child Protection are confidential. The Headmistress (or Deputy Head in her absence) will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children under section 47 of the *Children Act 1989* in accordance with the requirements of *Working Together to Safeguard Children*. All staff must be aware that they cannot promise a child to keep secret.

SECTION 5. SUPPORTING CHILDREN

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Family Services as soon as there is a significant concern;

Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

SECTION 6. ALLEGATIONS AGAINST STAFF, VOLUNTEERS OR HEAD TEACHER

All staff at Unicorn are CRB checked. Teachers and other members of school staff and volunteers who have day-to-day contact with children in a variety of situations are vulnerable to accusations of abuse. Their relationships with pupils may in rare instances lead to allegations against them being made by pupils or parents/carers. Those allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent.

If a member of staff or a volunteer is informed of an allegation of abuse against another member of staff or volunteer, they should report the matter immediately to the SDP unless the SDP is the person against whom the allegation is made. In such cases information should be passed to the Head or Chair of Governors in the Head's absence. Having established the facts, if necessary the ongoing process will be guided by reference to DCSF publication 'Safeguarding Children & Safer Recruitment in Education' Chapter 5. Where the process indicates the need for disciplinary action against the member of staff this will be carried out in accordance with contractual disciplinary procedures. In these cases the allegation should be passed on immediately to the appropriate Richmond Child Protection Adviser, whether or not there is sufficient substance in the allegation to warrant an investigation within 24 hours of a disclosure or suspicion of abuse. The decision about whether or not to investigate further, lies with child protection agencies. If the allegation concerns the Head the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head. The Chair of Governors will consult with the Local Authority's Lead Officer for Child Protection. In case of serious harm the Police should be informed from the outset.

The school will inform Ofsted of any serious allegations of harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed 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. The school will inform Ofsted of the above as soon as is reasonably practicable but at the latest within 14 days.

In addition, if anyone who is employed, contracted, a volunteer or a member of staff working in the school (even if the work is not defined as regular) is deemed unsuitable to work with children, and thus their services are no longer required, the school will report to the Independent Safeguarding Authority (ISA), within one month of that person leaving the school. Any such report will include evidence about the circumstances as far as possible. The contact address is ISA, PO Box 181, Darlington DL1 9FA (Tel: 0300 123 1111). The school is aware that failure to make a report constitutes an offence, leading to its possible removal from the DfE register of independent schools. 'Compromise Agreements' cannot apply in this connection.

SECTION 7. PASTORAL CARE AT UNICORN

Unicorn provides a safe and trusting environment in which children may feel free to discuss any concerns or worries. Assemblies and PSCHE lessons are used to develop understanding as to what is and what is not appropriate behaviour and include topics such as not talking to strangers, being honest with staff, not bottling things up and bullying. The focus is on presentation of harm and the safety of children in the EYFS and the rest of the school. Visitors wear badges to ensure close monitoring of people entering the building and avoidance of intruders.

SECTION 8. RESPONSIBILITY OF (A) SDP (B) GOVERNORS

(A)The designated member of staff is responsible for:

- The welfare and safety of all children at Unicorn School from the EYFS to age 11
- Arranging training, every three years, for all staff
- Undertaking training in inter-agency child protection by refresher training at two yearly intervals to keep knowledge and skills up to date
- Keeping all staff updated with current procedures, ensuring that new staff are familiar with protection responsibilities. (Staff includes secretarial staff, part-time staff, caretakers and kitchen staff, volunteers, Governors etc)

- Adhering to LSCB and national guidance, London Child Protection procedures and school procedures with regard to referring a child if there are concerns about possible abuse
- Providing advice and support to staff, volunteers and Governors.
- Ensuring that all-relevant information about a child is disseminated to appropriate staff within the school bearing in mind confidentiality restrictions
- Ensuring that complete records are sent to receiving schools of any concerns or past referrals
- Maintaining accurate and secure child protection records in a locked cabinet
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. This needs to be kept separate from pupil records
- Ensuring that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to Family Services and Education Welfare Service in the Borough
- Undertaking an annual review of the school's policy and procedures relating to safeguarding children
- Informing Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse which is alleged to have taken place on the premises or elsewhere) or any other abuse alleged to have occurred on the premises, and of the action taken in respect of the allegations. The communication will happen as soon as reasonably practicable, but at the latest within 14 days.
- Ensuring any deficiencies or weaknesses in child protection arrangements are remedied without delay

(B)Responsibility of Governors (See also Safer Recruitment Policy)

In accordance with provisions as set out in section 2.22 of *Safeguarding Children and Safer Recruitment in Education*, the governors of Unicorn school ensure that Unicorn

- (a) has a policy and procedures in place in accordance with locally agreed inter-agency procedures and makes them available to parents [on the school, or via the school office]
- (b) operates safe recruitment procedures including CRB checks and compliance with Independent School Standards Regulations;
- (c) has arrangements to deal with allegations of abuse against members of staff/volunteers/head;
- (d) names the Deputy Head as a 'designated person' with 'status and authority' to take responsibility for child protection matters;
- (e) requires training (updated every two years) in child protection and inter-agency working for the designated person;
- (f) requires training in child protection (updated every three years) for the head and all staff, and indicates that temporary and voluntary staff who work with children are to be made aware of the arrangements;
- (g) requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- (h) provides that the governing body or proprietor undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been

SECTION 9. RECRUITMENT AND SELECTION

We have an explicitly written Safeguarding Children and Safer Recruitment and Selection Policy that reflects both national and local guidance. Please refer to this policy. The school operates safe recruitment procedures, including Criminal Records Bureau (CRB) clearance and the checks required by the Independent School Standards Regulations.

All members of staff are subject to enhanced CRB clearance. Identity checks include sight of passport, qualifications and 2 utility bills / financial statements. Records of identity are kept in the employee's individual file in a locked cabinet in the School office. CRB checklists are housed centrally and securely in the School office.

Assurance is sought that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the schools' pupils' on another site (eg. swimming).

The Headmistress is responsible for responding to requests from the ISA for information they hold already, but will not have to find from other sources. The ISA will then decide on any new referrals on or after 20 January 2009. The Headmistress is also responsible for existing referrals at 20 January 2009 in cases where barring is not automatic and the Secretary of State had not yet written to the person inviting representations against being included in the barred list. References are taken up checking into career history and checked against Protection of Children Act List (PoCA) of any potential employees. Safe recruitment procedures (including CRB checks and compliance with Independent School Standards Regulations) are operated within the school.

The school is aware that it is an offence under the VBS legislation to knowingly employ (or take on as a volunteer) in an ISA regulated activity, someone who is barred from such an activity. From November 1st 2010, when ISA registration becomes mandatory for new entrants and movers, it will be a criminal offence, with severe penalties:

- To work in an ISA regulated activity role without being ISA registered
- Not to check that potential new employers or volunteers are ISA registered

SECTION 10. GUIDANCE FOR STAFF

Staff are reminded that they must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

Helpful things to say:

Tell me what has happened.

I believe you.

I'm glad you've told me that.

It's not your fault.

I'll help you.

Is there anyone else you'd like to talk to about this?

When did this happen?

Avoid saying:

Why didn't you tell anyone before?

Did they do X to you?

I can't believe it.

Are you sure this is true?

Why? How? When? Who? Where?

Things like: 'I'm shocked; don't tell anyone else.'

At the conclusion of the talk:

Reassure the child again that she/he was right to tell you and that you believe the story.

Let the child know what you are going to do next and that you will let him/her know what happens.

It is not your job to decide whether or not abuse has occurred, but you will need to ensure that you pass the information on to the Deputy Head, the SDP.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude of actions of colleagues.

Physical Intervention

As referred to in our Behaviour, Discipline and Exclusion Policy staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person.

Children will not be punished within the school by any form of hitting, slapping, shaking or other degrading treatments.

We understand that physical intervention of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Abuse of children by children (see Anti-bullying policy for procedure)

Listen to the child and ascertain the seriousness of the situation. Refer the matter to the Deputy Head (SDP). Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their power over younger pupils, pupils of the same age and a dominant character. Please refer to the Policy on Anti-Bullying. It is rare that bullying constitutes abuse and all serious cases of bullying must be referred to the Headmistress before action is taken.

Racist Incidents

Racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing our pupils with good lines of communication with trusted adults, supported friends and ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHE, which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help

Equal Treatment

Unicorn School is committed to equal treatment for all pupils regardless of an individual's race, ethnicity, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of our pupils.

Health and Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Photography

As is set out the Unicorn School contract which is issued to all new starters, it is our custom to include some photographs or images of pupils in the school's promotional material, including the website. We would not disclose details such as the surname nor home address of the child without the parent's consent. Parents who do not want their child's name or photograph or image to appear in any of the school's promotional material must make sure that their child knows this and must write immediately to the headmistress requesting an acknowledgement of their letter.

CAF form

Notes for use: If you are completing form electronically, text boxes will expand to fit your text. Where check boxes appear, insert an 'X' in those that apply.

Identifying details

Record details of unborn baby, infant, child or young person being assessed. If unborn, state name as 'unborn baby' and mother's name, e.g. unborn baby of Ann Smith.

Name	<input type="text" value="Unborn baby (mother: Dawn Crouch)"/>	AKA1/previous names	<input type="text"/>
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
		Unknown	<input checked="" type="checkbox"/>
Date of birth or EDD2	<input type="text" value="2/7/2006"/>	Contact tel. no.	<input type="text" value="07130 278912"/>
Address	<input type="text" value="1 Paradise Gardens
Sheffield"/>	Unique ref. no.	<input type="text" value="n/k"/>
		Version no.	<input type="text" value="1 (April 06)"/>
		Religion	<input type="text" value="n/k"/>
Postcode	<input type="text" value="S1 1LL"/>		

Ethnicity

White British	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White & Black Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>	Any other ethnic group*	<input type="checkbox"/>
Any other White background*	<input type="checkbox"/>	Any other Black background*	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>	Not given	<input type="checkbox"/>
Any other Asian background*	<input type="checkbox"/>	Any other mixed background*	<input type="checkbox"/>						

*If other, please specify	<input type="text" value="Mother: White British;
Father: n/k"/>	Immigration status	<input type="text"/>
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Child's first language	<input type="text" value="n/k"/>	Parent's first language	<input type="text" value="English"/>
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Does the child have a disability? Yes No

If 'yes' give details

Is an interpreter or signer required?

Yes No

Has this been arranged? Yes No

Details of any special requirements (for child and/or their parent)

‘Also known as’
2 Expected date of delivery

Assessment information

People present at assessment

Dawn Crouch (mother)

What has led to this unborn baby, infant, child or young person being assessed?

Dawn is 7 months pregnant; she will be a single parent. She feels she has little support. She has hidden her pregnancy. She is a drug user and has friends who are drug users.

Details of parents/carers

Name Dawn Crouch

Contact tel. no.

as above

Relationship to unborn baby, infant, child or young person

mother

Address as above

Parental responsibility?

Yes

No

Name Father n/k

Contact tel. no.

Relationship to unborn baby, infant, child or young person

Address

Parental responsibility?

Yes

No

Current family and home situation

(e.g. family structure and who the child lives with and doesn't live with, including siblings, other significant adults etc.)

Dawn lives alone. The only other significant adult is Dawn's mother: Maureen Crouch, who lives at: 1 Wath Road, Parson's Cross, Sheffield, S5 1LJ; telephone: 0114 287 1234.

Details of person(s) undertaking assessment

Name Contact tel. no.

Address Role
 Organisation

Name of lead professional (where applicable)

Lead professional's contact number

Services working with this infant, child or young person

Universal	GP	<input checked="" type="checkbox"/> Details	<input type="text" value="Dr J Smith
Paradise Health Centre
Sheffield 1"/>	Tel.	<input type="text" value="0114 264 8910"/>
	Early years or education/training provision	<input type="checkbox"/> Details	<input type="text"/>	Tel.	<input type="text"/>
	Service	<input type="text" value="Youth Offending Team"/> Details	<input type="text" value="F Johnson"/>	Tel.	<input type="text" value="0114 288 5555"/>
	Service	<input type="text" value="Midwife"/> Details	<input type="text" value="F Bloggs - as above"/>	Tel.	<input type="text"/>
	Service	<input type="text"/> Details	<input type="text"/>	Tel.	<input type="text"/>
	Service	<input type="text"/> Details	<input type="text"/>	Tel.	<input type="text"/>
Other services	Service	<input type="text"/> Details	<input type="text"/>	Tel.	<input type="text"/>

Service

Details

Tel.

CAF assessment summary: strengths and needs

Consider each of the elements to the extent they are appropriate in the circumstances. You do not need to comment on every element. Wherever possible, base comments on evidence, not just opinion, and indicate what your evidence is. However, if there are any major differences of view, these should be recorded too.

1. Development of unborn baby, infant, child or young person

Health

<p>General health Conditions and impairments; access to and use of dentist, GP, optician; immunisations, developmental checks, hospital admissions, accidents, health advice and information</p>	<p>There is concern about mother's (ie Dawn's) drug use. Dawn has not received any early ante-natal care.</p>
<p>Physical development Nourishment; activity; relaxation; vision and hearing; fine motor skills (drawing etc.); gross motor skills (mobility, playing games and sport etc.)</p>	<p>Development appears to be normal, but the baby is small considering the EDD.</p>
<p>Speech, language and communication Preferred communication, language, conversation, expression, questioning; games; stories and songs; listening; responding; understanding</p>	<p>n/a</p>
<p>Emotional and social development Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationships with peers; feeling isolated and solitary; fears; often unhappy</p>	<p>n/a</p>

Behavioural development
Lifestyle, self-control, reckless or impulsive activity; behaviour with peers; substance misuse; antisocial behaviour; sexual behaviour; offending; violence and aggression; restless and overactive; easily distracted, attention span/concentration

n/a

1. Development of unborn baby, infant, child or young person (continued)

Identity, self-esteem, self-image and social presentation
Perceptions of self; knowledge of personal/family history; sense of belonging; experiences of discrimination due to race, religion, age, gender, sexuality and disability

n/a

Family and social relationships
Building stable relationships with family, peers and wider community; helping others; friendships; levels of association for negative relationships

n/a

Self-care skills and independence
Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family

n/a

Learning

Understanding, reasoning and problem solving
Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction

n/a

Participation in learning, education and employment
Access and engagement; attendance, participation; adult support; access to appropriate resources

n/a

Progress and achievement in learning
Progress in basic and key skills;
available
opportunities; support with disruption
to
education: level of adult interest

n/a

Aspirations
Ambition; pupil's confidence and
view of progress; motivation,
perseverance

n/a

2. Parents and carers

Basic care, ensuring safety
and protection
Provision of food, drink, warmth, shelter,
appropriate clothing; personal, dental
hygiene;

Dawn uses alcohol (alcopops) at weekends, often drinking until she passes out. She also uses cannabis recreationally and smokes 20 cigarettes a day.

Emotional warmth and stability
Stable, affectionate, stimulating family
environment; praise and encouragement;
secure attachments; frequency of house,
school, employment moves

Initially, the pregnancy was unwanted. Dawn is anxious about how to become a good parent; she doesn't know what she needs to do.

Guidance, boundaries
and stimulation
Encouraging self-control; modelling
positive
behaviour; effective and appropriate
discipline;
Family and environmental

Dawn needs to consider her diet and drug intake to look after the baby's health.

Family history, functioning and well-being
Illness, bereavement, violence, parental
substance misuse, criminality, anti-social
behaviour; culture, size and composition of
household; absent parents, relationship
breakdown; physical disability and mental
health: abusive behaviour

Dawn's father died when she was 9 and she was brought up by her mother. She didn't get on with her step-father due to her drug misuse, and now realises that she was a difficult teenager. She loves her mother but has had no contact for 18 months, and now doesn't know how to make contact. According to Dawn's YOT worker, she was convicted of shoplifting 5 years ago but has not re-offended.

Wider family
Formal and informal support networks
from
extended family and others; wider caring
and
employment roles and responsibilities

Dawn has 2 sets of aunts and uncles but has had no recent contact with them. She doesn't know who the father of the baby is.

Housing, employment and financial considerations
Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship

Dawn lives in private rented accommodation, which is in poor condition - it is damp and poorly heated. There is multi-occupancy in the building, with little lighting. Dawn is unemployed, in receipt of state benefits. She has no debts.

Social and community elements and resources, including education
Day care; places of worship; transport; shops;
leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups, social networks and relationships

Dawn lives in a deprived area with few resources. She finished school with 5 GCSEs.

Conclusions, solutions and actions

Now the assessment is completed you need to record conclusions, solutions and actions. Work with the baby, child or young person and/or parent or carer, and take account of their ideas, solutions and goals.

What are your conclusions? (For example strengths, no additional needs, additional needs, complex needs, risk of harm to self or others)

Strengths: mother (Dawn) acknowledges the pregnancy and wants to be a good mother. She is frightened the baby will be taken away. She understands the issues regarding her drug abuse. The baby would benefit if Dawn re-builds her relationship with her mother and step-father and engages in parenting classes; Dawn would like to do these things.
Areas of additional need: Dawn is underweight and this may be impacting on the growth of the baby. Dawn finds it hard to distance herself from friends who are drug users and give little support to her. Dawn is aware that the baby will suffer from a poor housing situation.

What needs to change? (For example what outcomes, solutions and goals do the child/young person, parent/carer and you want to achieve)

Ante-natal care, including dietary advice; parenting support and guidance;
Re-establish Dawn's relationship with her mother; address housing problems re damp, heating and lighting;
Reduce/remove intake of drugs, alcohol and cigarettes.

Action plan (in order of priority)

Action plan (in order of priority)	Who will do this?	By when?
Enrol onto ante-natal classes	I will arrange	by end of the week
Arrange specialist help with drug and alcohol problems	To be arranged through	meeting to be arranged
Introduction to Sure Start	I will arrange	by end of April
Investigate what can be done about Dawn's housing situation; and to help Dawn re-establish links with her mother	Discuss at multi-agency	meeting to be arranged

Agreed review date 19 May 2006

How will you know when things have improved?

The baby will have developed well as the EDD approaches
Dawn will have reduced (if not stopped) her intake of drugs and alcohol
Dawn will be confident of entering parenthood and feel supported - by her mother and others
Dawn's housing situation will have improved

Child or young person's comment on the assessment and actions identified

n/a

Parent or carer's comment on the assessment and actions identified

Dawn agrees with the assessment. She is nervous and wary about Social Services being involved.

Consent for information storage and information sharing

I understand the information that is recorded on this form and that it will be stored and used for the purpose of providing services to:

- Me
- This infant, child or young person for whom I am a parent
- This infant, child or young person for whom I am a carer

I have had the reasons for information sharing explained to me and I understand those reasons
I agree to the sharing of information, as agreed, between the services listed below

Yes No

(Practitioner to detail what information may be seen by which agencies)

All agencies relevant to the issues above except for Social Services and the Police

Signed Name Date

Assessor's signature

Signed Name Date

Exceptional circumstances: significant harm to infant, child or young person

If at any time during the course of this assessment you feel that an infant, child or young person has been harmed or abused or is at risk of harm or abuse, you must follow your local safeguarding children board (LSCB) procedures as set out in the booklet

What To Do If You Are Worried A Child Is Being Abused (Department of Health, 2003).

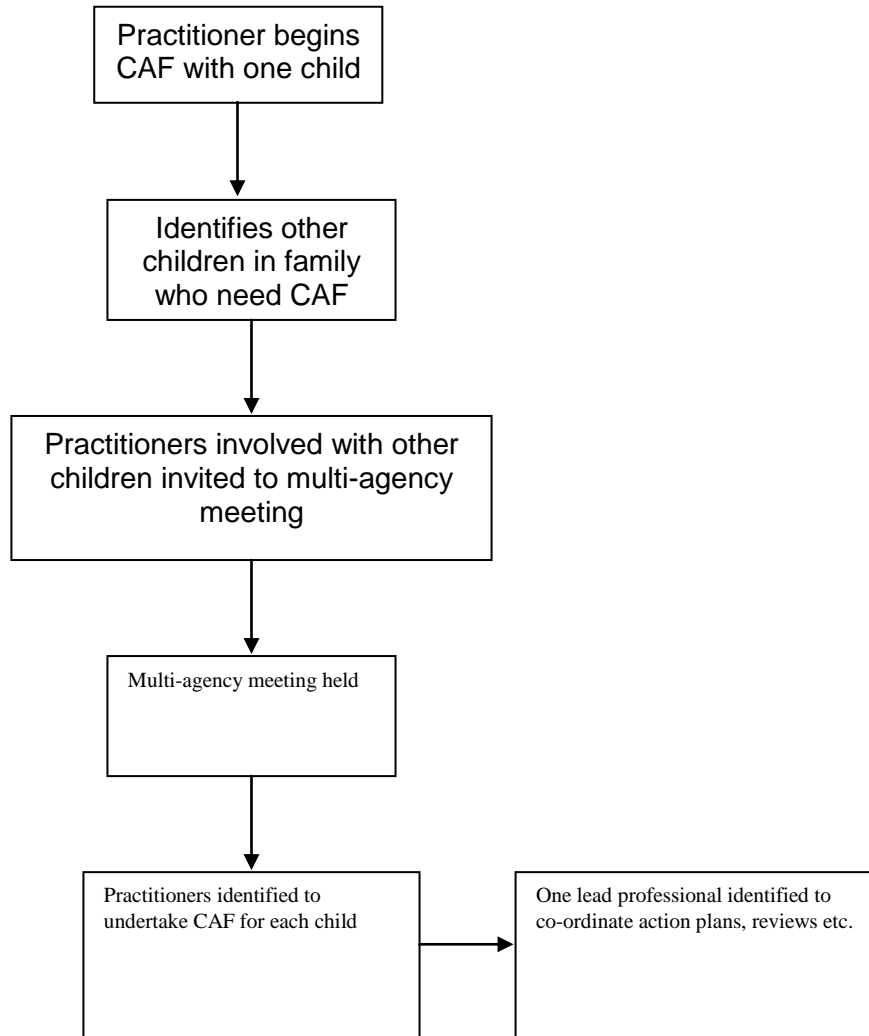
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www.everychildmatters.gov.uk/caf

Process flowchart

Suggested flowchart for situations where more than one child in a family requires a CAF



COMMON REFERRAL FORM

Please complete this form if after undertaking a common assessment it is felt that a referral to another agency(s) is required. Please ensure you send the completed ‘CAF Form’ along with this ‘Common Referral Form’ to the agency(s) to which you are referring.

CAF Request for other agencies to be involved

Details of child	Name	Surname (if chosen name, please specify in brackets)
Agency	Reason for involvement Please indicate what you have seen, discussed and feel that you would like help with.	Service required Include expectation of service

Common Referral Form completed by

Name

Role

Tel

Email

Agency Name & Address

Date of referral

Views of child, young person, parent or carer

I enclose other assessments or documents as relevant information (please refer to the “Making a referral” section of the “Integrated Multi-agency Policy & Procedure Manual”, to ensure you have included all relevant information and necessary forms)

PLEASE CONTACT ME FOR DISCUSSION BEFORE THE YOUNG PERSON OR FAMILY IS CONTACTED

- Please acknowledge receipt of this referral to the referrer, and indicate timescale for service delivery.
- If it is not possible to indicate timescale, please inform the referrer and also the CAF Area Implementation Manager who will contact the referrer to consider possible actions including referral to the Common Assessment Panel (CAP)
- If your criteria are not met, then please inform the referrer and also the CAF Area Implementation Manager who will contact the referrer to consider possible actions including referral to the Common Assessment Panel (CAP).

UPDATED BY RL/RB AND THE GOVERNING BODY DECEMBER 2009 TO BE REVIEWED
DECEMBER 2010

Updated by RL, December 2010,

Approved by Governor in charge of regulations March 2011

Updated June 2011 DG/KE

Approved by Chair of Governors – VH, July 2011