



2. Introduction

At our school, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe In Education (KCSIE) 2016

3. The aim of this policy is to:

- Ensure that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information

- 'Keeping Children Safe in Education' statutory guidance for schools and colleges, 2016 Department for Education (DfE)
- Shropshire Safeguarding Children Board (SSCB) online procedures
- Working Together to Safeguard Children' 2015
- The "Prevent" Duty July 2015
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document
- Ofsted Common 'Inspection framework: safeguarding in maintained schools and academies' September 2015
- Early Years Foundation Stage Statutory Framework (EYFS) 2014

4. Responsibilities

i. The governing body will ensure that:

- A trained link governor is appointed for safeguarding and child protection and looked after children (LAC) who will attend training/updates every three years.
- A member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against



the head teacher, the principal of a college or proprietor or member of governing body of an independent school.

- The school has a safeguarding and child protection policy and staff behaviour policy which should include amongst other things staff/pupil relationships and communications including the use of social media.
- Schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016). Also, to ensure that procedures for dealing with allegations against staff and volunteers in accordance with Shropshire Safeguarding Children Board (SSCB) are followed.
- At least one member of an appointed panel will have attended safer recruitment training.
- A member of staff of the school or college's leadership team is appointed to the role of DSL.
- The school keeps a single central record that as a minimum evidences the following:
All staff have been employed in compliance with safer recruitment requirements (Part three KCSIE 2016)
 - Date of employment
 - Identity confirmed with date
 - Qualifications checked with date
 - Prohibition from teaching check with date (for teaching staff)
 - Barred list check with date
 - Enhanced Disclosure and Barring Service (DBS) check with date
 - Eligibility to work in the UK with date
 - Checks confirmed by and date
- The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored.
- It is recognised that neither it, nor individual governors, have a role in dealing with individual cases or have a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
The child protection policy is available to parents on request and that this policy and practice complements other policies e.g. anti-bullying (including cyber-bullying, peer on peer abuse, health and safety, drug,) to ensure safeguarding.

Professional development

The governors will ensure that:

- All staff and volunteers who work with pupils aged up to 18 years have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
- Staff are provided with mandatory induction, to include familiarisation with the safeguarding and child protection policy, staff behaviour policy, the DSL in the school, their responsibilities and the procedures to be followed.
- all staff read at least part one of KCSIE 2016 ,
- They monitor when and how often child protection and safeguarding training (including multi-agency training) that has been undertaken by staff and governors within the last three years to ensure their knowledge and skills are current.

All of the above needs to be reported to governors in the form of:

- A report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.



- A training register kept to indicate when staff and governors have been trained including safer recruitment and this will in turn inform the *annual report* to governors.

ii. **The head teacher** will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- The policy is updated annually, and be available publicly via the school website.
- DSLs review the six monthly updates of the SSCB procedures.

Sufficient resources and time are allocated to enable the DSL, deputy DSL's and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and that such concerns are addressed in a timely manner in accordance with agreed policies.
- he/she undergoes child protection training which is updated regularly, in line with advice from the LSCB

5. Allegations against the Head teacher

Where an allegation is made against the Headteacher or principal this should be referred to the chair of governors as well as the LADO.

6. The role of the chair of governors for Safeguarding Child Protection shall include:

- Monitoring of procedures relating to liaison with the LADO, Children's Social Care and the Police in relation to any allegations of child abuse made against the Head teacher, including attendance at relevant meetings.

They will:

- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Ensure DSL and deputies undergo updated child protection training every two years.
- Liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.
- Contact the LADO where there are concerns about a member of staff being involved in allegations of abuse or harm.
- Be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the DSL and deputies and the school's procedures for safeguarding children.
- Support staff who attend strategy meetings and/or case conferences
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.



- Ensure involvement of other lead professionals e.g. where there are concerns about any pupil including those who are LAC.

They will also ensure that:

- Written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/DSL
- Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- All absence letters are dated and clearly signed by the office administrator in charge of attendance, and that if: there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- If the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- Phone calls in relation to absences are similarly logged and dated.
- Records are monitored for patterns of absence and appropriate action is taken.
- Where there are existing concerns about a pupil, and they transfer to another school in this authority, the information held e.g. an EHAF is forwarded under confidential cover and separate from the pupil's main file to the DSL for child protection in the receiving school.
- Where a pupil has a **child protection plan** and transfers to another school or college; or to the Social/Children's Services within a new authority or if the pupil is transferring to a school in another authority which has not yet been identified.
 - The DSL of the new school/college is informed immediately.
 - Their child protection file is transferred as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

7. Prevention in the Curriculum

- Market Drayton Infant and Nursery School recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - Safely explore their own and others' attitudes.
 - Recognise and manage risks in different situations and how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
 - Use assertiveness techniques to resist unhelpful pressure.
 - The importance of Internet safety



8. All staff, teaching and non-teaching, volunteers and others working in school must:

- Be aware that to safeguard children, they have a duty to share information with the DSL and through the DSL, with other agencies.
- Always speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- Be alert to signs and symptoms of harm and abuse (highlighted in Part 1, KCSIE)
- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- Know what and how to record concerns.
- All staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*)
- Maintain an attitude of 'it could happen here'

9. Immediate response when a pupil discloses:

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said, try not to show it.
- It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.
- If a disclosure is made:
 - ❖ Accept what the pupil says.
 - ❖ Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate.
 - ❖ Use open questions such as "is there any thing else you want to tell me?" or "yes?" or "and?"
 - ❖ Be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
 - ❖ Acknowledge how hard it was for the pupil to tell you.
 - ❖ Do not criticise the perpetrator, the pupil might have a relationship with them
 - ❖ Do not promise confidentiality. Reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "It will be all right now".

10. Recording information (see appendix)

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Use a 'body map' to indicate which area of the body has injuries/bruises. Do not take photographs
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the DSL as soon as possible who may ask you to write a referral.



11. Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
 - ❖ Discussing child protection cases with due regard in order to safeguard the pupil and his or her family.
 - ❖ Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
 - ❖ Encouraging self-esteem and self-assertiveness.
 - ❖ Challenging and not condoning aggression, bullying or discriminatory behaviour.
 - ❖ Promoting a caring, safe and positive environment.
 - ❖ Gaining access to an interpreter if required to ensure the voice of the child is heard.

12. Confidentiality

- A pupil's views will be considered by the DSL in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about giving consent for information sharing.
- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The DSL and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- They cannot promise a pupil complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.
- Where there are concerns about a pupil's welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their DSL with a view to passing on the information.

13. Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek consent to making contact with Compass regarding concerns for the welfare or protection of children.



- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

"Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs". WT 2015

- The governors include the above paragraph on the school website where parents can access links to all relevant policies

14. Specific safeguarding issues:

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Annex A). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2016 and accessing SSCB procedures at <http://www.safeguardingshropshireschildren.org.uk>.

Schools are to ensure that the DSL is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) - Teachers must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)
- So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy



- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

15. Protecting children from radicalisation "Prevent Duty"

- Market Drayton Infant and Nursery School promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.
- Government guidance on radicalisation is followed; a link to the "Prevent" government strategy is available on Shropshire Learning Gateway

16. Children Missing Education

Market Drayton Infant and Nursery School has in place appropriate safeguarding responses to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future. Detailed risk assessments are to be completed as appropriate i.e SSCB Child Sexual Exploitation Guidance for practitioners; Appendices 1 and 2 (Risk Identification form).

17. The purpose and Importance of Mobile Phone/Smart Device and Camera Policy

Market Drayton Infant and Nursery School recognises that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones

Ensuring the Safe and Appropriate Use of Mobile Phones

Market Drayton Infant and Nursery School allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers or cupboards at all times and are not allowed to be used in the toilets, changing rooms or in the play areas at anytime. If staff fail to follow this guidance, disciplinary action will be taken in accordance to Market Drayton Infant and Nursery School staff code of conduct. If staff need to make an emergency call, they must do so either in the staffroom, main office or headteachers office. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras and tablets available within the nursery/school and only these



should be used to record visual information within the consent criteria guidelines of the local authority and the school.

Members of staff may only contact a parent/carer on school approved mobile phones.

Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

On their initial visit volunteers and visitors are given information informing them they are not permitted to keep their mobile phones with them on the premises. If they wish to make or take an emergency call they may use either the main or the manager's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the headteachers permission.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Market Drayton Infant and Nursery School. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Market Drayton Infant and Nursery School understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act



Other policies that need to be taken into account are:

- *Anti-bullying/peer on peer abuse and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour and Attendance*
- *Special Needs*
- *Health and Safety*
- *Safe Recruitment*
- *Physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Medical Needs*
- *Staff conduct policy (Code of Conduct)*
- *Whistle Blowing*

This policy was written and adopted on: 13th October 2016

It is due for review in twelve months or sooner as required. October 2017



Incident Report Form - to be completed by person raising concern

Name of Child: Age & Date of Birth:

Class or Group/Year Other siblings in school:.....

Brief description of what has prompted concerns including **times and place** etc. of any specific incidents. Keep to facts.

Any physical signs? Behaviour signs? Indirect signs? If there are physical signs then complete body map.

Have you had a conversation with the child? If so what was said? Use child's exact words if possible.

Have you spoken to the parent/carer(s)? If so what was said?

Have you consulted anyone else? Please give details.

Please include any other relevant information on an additional sheet if necessary.

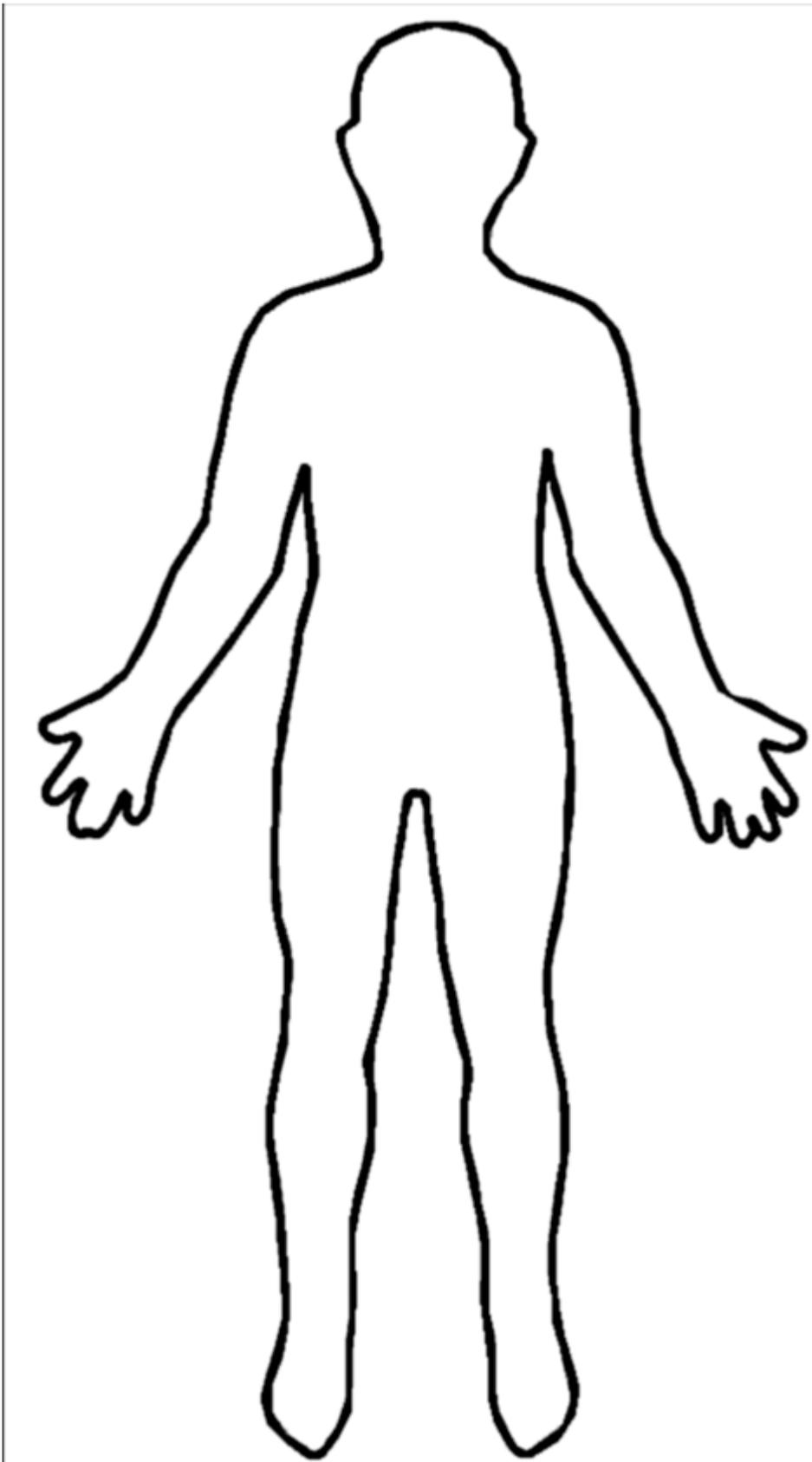
Name of person completing form:.....

Reported to (DSL):

Date.....



Complete body outline if there is a physical injury. Record the type of injury and be exact with the location.





Incident Action Form - To be completed by Designated Safeguarding Lead or Deputy Safeguarding Lead in their absence

Date incident form received:

Incident form number for child:.....

Details of discussion with staff member completing incident report form.

Assessment of evidence. - using the *Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*, available on <http://www.safeguardingshropshireschildren.org.uk>

Action taken and date:

Outcome:

Make sure that there is a chronology in place.

Signature:.....

Date:.....



Important Contacts

- Shropshire Council Initial Contact Team (via the Customer Service Centre) 0345 6789021
- Emergency Social Work Duty Team after 5pm and at weekends 0345 6789040
- Local Authority Designated Officer (LADO) 0345 678 9021
- Disclosure and Barring Service 03000 200 190
- Ofsted (General helpline) 0300 123 1231
- Ofsted (Whistle blower helpline) 0300 123 3155
- NSPCC 24 hour helpline 0808 8005000
- Childline 0800 1111
- Protecting Vulnerable People (West Mercia Police) 0300 333 3000

Early Help

- COMPASS 03456 789021
Includes consultation with an Early Help Advisor or Mental Health Advisor; Early Help Implementation Enquiries; and to check if an EHAF has already been completed by another professional

Serious Accidents and injuries

- Ofsted 0300 123 1231
- Shropshire Council Initial Contact Team (via the Customer Service Centre) 03456 789021
- RIDDOR (all incidents may be reported online, telephone service for fatal and major injuries only) www.hse.gov.uk
0845 300 9923



Working Together - Definitions of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody 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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

These are also available in the Shropshire Safeguarding Children Board guidance which is accessible online at www.safeguardingshropshireschildren.org.uk



When making a referral:

- **Designated Safeguarding Lead receives incident report form.**
- If the Designated Lead is unsure whether or not the concern meets the threshold for child protection he/she will make reference to the SSCB Threshold Criteria and discuss the concern internally. Any concerns that require further consideration may be discussed with an Early Help Advisor, who will get back to us within 48 hours. If the concern is thought to be too urgent to wait 48 hours for discussion it will be referred to the Initial Contact Team as a Child Protection Referral.
- If it is necessary to raise a concern about a child, this will be discussed with the family and consent sought unless this may place the child at increased risk of significant harm, place any other person at risk of serious harm or obstruct a police investigation.
- If you feel that a child is in danger of significant harm you may over-ride a parent's withholding of consent.
- If there are concerns that a child is at risk of abuse or significant harm the designated lead for safeguarding will telephone Shropshire Council's Initial Contact Team and make a referral. This referral will be made without delay.
- The name of the officer to whom details are given will be recorded. This will be followed up in writing within two working days.
- Where a child is considered to be in immediate danger then the police will be contacted by telephoning 999.
- Referrals will be made even if the child concerned is already known to Children & Young People's Services. Careful consideration will be given to any other children who may also be at risk such as siblings or peers, (whether or not they attend our setting), and the Initial Contact Team will be made aware of these concerns.
- If a child is considered to be at risk of neglect, the SSCB Neglect Strategy and Toolkit will be used to record concerns over time and submitted to the Initial Contact Team as evidence.
- It is not our responsibility to attempt to investigate the situation, which is the role of the Police and Shropshire Council's Child Protection Team.
- Shropshire Council has a statutory duty to inform you of the outcome of your referral. If we have not heard anything within 3 working days, we may contact the Initial Contact Team and request this information. This can then be recorded along with the name of the social worker and stored with our referral notes.