



# NOWER HILL HIGH SCHOOL

<b>Title:</b>	Safeguarding Policy
<b>Date of Review:</b>	October 2020
<b>Date of Ratification by Governing Body:</b>	November 2020
<b>Status:</b>	Statutory
<b>Committee:</b>	Student Committee
<b>Staff Lead:</b>	Deputy Headteacher Student Support
<b>Governor Lead:</b>	Chair of Student Committee
<b>Review Process:</b>	Annual
<b>Location:</b>	Staff Landing Page
<b>Date of Next review:</b>	October 2021

## **Nower Hill High School Safeguarding Policy**

### **Introduction**

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff and volunteers should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should *always* act in the interests of the child.

This Policy is informed by the following:

DfE: Keeping Children Safe in Education, September 2019

Ofsted: Inspecting safeguarding in early years, education and skills settings, August 2016

Serious Crime Act 2015

The Prevent Duty June 2015

LSCB: London Child Protection Procedures 2015

DfE: Use of reasonable force in schools, July 2013

DfE: Working together to safeguard children, July 2018

DfE: Mental Health and Behaviour in Schools, March 2015

Harrow Academies HR Policies

And should be read in conjunction with the following:

[Code of Conduct](#)

[Whistleblowing Policy](#)

Medical Protocols

[E-safety Policy 2019](#)

*All in Student Support Guidance:*

Anti-bullying Policy

Behaviour Policy

Attendance Policy

[Student Support Guidance](#)

[Health and Safety Policy](#)

***Safeguarding*** and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

***Child protection*** is one part of safeguarding and promoting welfare, and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm, both physical and psychological.

## Key Contacts

### (i) Safeguarding and Promoting the Welfare of Children at Nower Hill High School

Role	Name	Telephone	Email
Designated Lead Person for Safeguarding (DSL)	Janine Sabbagh	020 8863 0877	admin@nowerhill.harrow.sch.uk
Deputy DSLs	Caroline Cox/Fiona Ward	020 8863 0877	admin@nowerhill.harrow.sch.uk
Designated Lead Governor for safeguarding	Michelle Weerasekera	020 8863 0877	admin@nowerhill.harrow.sch.uk
Lead for Looked After Children	Janine Sabbagh	as above	as above
Lead for On-line Safety	Ben Ford	020 8863 0877	admin@nowerhill.harrow.sch.uk
Headteacher (for concerns/allegations about staff)	Louise Voden Janine Sabbagh	020 8863 0877	admin@nowerhill.harrow.sch.uk

### (ii) Key local contacts for safeguarding children

Harrow Children's Social care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': <b>020 8901 2960</b> Emergency Duty team: weekends, bank holidays and between 5pm and 9am during the week: <b>020 8424 0999</b>
Police	<b>101 or for immediate emergency: 999</b>
FGM – Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above <b>Ongoing cases 020 8736 6435</b>
Children and Young People with Disabilities 0-25 years	<b>020 8966 6481</b>
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	<a href="http://www.harrowscb.co.uk">www.harrowscb.co.uk</a>
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing service via NSPCC Report Line	0800 028 0285
Child & Adolescent Mental Health Service	020 8869 4500

## The school commitment

We are committed to safeguarding and promoting the welfare of all our students. We maintain an attitude of **'it could happen here'** at all times where safeguarding is concerned and will always act in the best interests of the child when we are concerned about their welfare. We recognise that some children may be especially vulnerable to abuse and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance. We reflect our commitment to safeguarding in the school's mission, which states that we aim to enhance the future life chances of all of our students and in our school objectives, which pledge high quality student support.

## Staff and Governor training

We will ensure that every member of staff and every Governor receives annual safeguarding training at the start of the year in line with Part One of Keeping Children Safe in Education (KCSIE) September 2020, so that all members of the school community are aware of their responsibility towards safeguarding and confident to deal

with situations when they arise. Staff who are new to the school will receive training at different points throughout the year, dependent on when they join. All Designated Teachers will be trained to Level 3 and will undergo refresher training at 2 yearly intervals, in addition to which it is expected that they will keep abreast of all safeguarding issues which emerge that are relevant to their roles. All members of staff will be issued with a link to KCSIE 2020 and instructed to read at least Part One of the guidance and to confirm in writing when they have done so.

### **Safer recruitment and selection**

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks. In addition, the school will ensure that its Single Central Record is meticulously maintained. The Chair of Governors, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment training. All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate. Full guidance with regard to recruitment can be found in the [Harrow Academies HR Policies](#).

### **School Procedures**

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have 5 designated members of staff: 4 Assistant Headteachers Student Support (**Caroline Cox, Fiona Ward, Chris Stratton, Lucy Kitchen**) and the Deputy Headteacher, Student Support (**Janine Sabbagh**) who is the Designated Safeguarding Lead for the school. In addition, our Attendance Officers (**Julia Blanshard and Gae Adams**) are trained to Level 2 to enable them to make referrals for children with regard to poor attendance at school or for children who are deemed to be missing in education. All parents are made aware of the school's Safeguarding Policy via the website and new parents are given a presentation on 'Appropriate Discipline' during the new Year 7 Parents and Carers' Evening, in order to ensure that they are clear of our expectations in relation to safeguarding. Our Safeguarding Policy is reviewed annually and all new members of staff given safeguarding training as part of their induction. If any member of staff has a safeguarding concern, they should report it to one of the Designated Teachers **in person or by telephone without delay**. Alternatively, every member of staff is able to make a referral to children's social care themselves, but if they do so, must inform the Designated Safeguarding Lead at the earliest opportunity. **The number for Harrow Children's Services is: 020 8901 2690**

Any member of school staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. Where a staff member feels unable to raise an issue with the Senior Leadership Team or feels that their genuine concerns are not being addressed, other whistle-blowing channels are available:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Further information on whistle blowing can be found in the school's Whistle Blowing Policy on page 43 of the Harrow Academies HR Policies.

### **Safeguarding information for students**

All students are aware of a number of staff to whom they can talk in the event of any safeguarding concerns arising. The school is committed to ensuring that students are aware of behaviour towards them which is not

acceptable and how they can keep themselves safe; this is relayed to students through the Personal Development Programme delivered during form time, assemblies and Citizenship lessons. Student planners carry specific information on e-safety and there are 'Helping Hands' posters around the school and on every Form room board telling students who they can go to if they have a problem; however, students should be reassured that every member of staff in the school is trained in safeguarding, and are therefore encouraged to approach any member of staff with whom they feel comfortable to discuss any concerns.

### **The Headteacher's responsibility**

The Headteacher will ensure that the Safeguarding Policy adopted by the Governing Body is fully implemented and followed by all staff. In addition, she will ensure that sufficient resources and time are allocated to enable the Designated Teachers to discharge their responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies. The Headteacher, along with the DSL, also plays a key role in the managing of allegations against staff and volunteers.

### **The Designated Safeguarding Lead's responsibility**

The Designated Safeguarding Lead, **Janine Sabbagh**, will take responsibility for all child protection referrals and ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern. She will be responsible for ensuring all referrals are completed in a timely manner and followed up to ensure the well-being and safety of the child. If after a referral the child's situation does not appear to be improving, she will press for re-consideration to ensure all concerns have been addressed. The Deputy Headteacher for Student Support, who at Nower Hill is also the Designated Safeguarding Lead, will take responsibility for investigating and referring where necessary, in agreement with the Headteacher, to the Local Authority Designated Officer (LADO), any allegations against a member of staff. This is to include any concerns raised regarding supply staff. If the allegation concerns the Headteacher, this will be referred to the Chair of Governors. An allegation against the Chair of Governors should be reported directly to the LADO. The LADO's contact details are:

**Janice Miller**  
**020 8736 6435**  
[janice.miller@harrow.gov.uk](mailto:janice.miller@harrow.gov.uk)

**NB** ALL referrals should be sent in to MASH – e-mail: [Duty.Assess@harrow.gov.uk](mailto:Duty.Assess@harrow.gov.uk)

It is recognised that any matter concerning child protection is confidential, and the Designated Safeguarding Lead will disclose any information on a need to know basis only.

All parents will be made aware of the Designated Safeguarding Lead's responsibility with regard to safeguarding referrals when their child starts at the school and of how to raise a concern regarding safeguarding with the school.

### **How can parents/carers raise concerns?**

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact **Janine Sabbagh, 020 8863 0877**, by telephone at the earliest opportunity, or in her absence **Caroline Cox** or **Fiona Ward**.

## **Data Protection**

As a school we will meet our duty to process personal information fairly and lawfully, however in situations where a child is at risk of harm, we will willingly share information with relevant authorities in order to promote the welfare and protect the safety of children.

## **Health and safety**

School Health and Safety procedures reflect the consideration we give to the protection of our children both within the school environment and when away from the school, undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in the school community. The school has a separate Health & Safety Policy, which can be viewed on the school website. In addition, the school has a full set of safety alert evacuation procedures, which are reviewed annually. This includes evacuation procedures in the event of a fire, bomb threat or weapon attack as well as clear procedures for locking down or locking out in the event of an emergency. This document can be found on the school website under safeguarding.

## **Physical Intervention**

All staff receive behaviour management training when they start at the school, which teaches them the use of de-escalation techniques. Such training is carried out at regular intervals to refresh and update skills for all staff. The school's Physical Intervention Policy acknowledges that 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 self, another person or damage to property. All acts of physical intervention must be recorded in the school's log and reported by the Designated Teacher to the LADO. It is understood that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **Attendance**

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The school expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'missing in education'. We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues of forced marriage, female genital mutilation (FGM) and risk of radicalisation.

## **FGM**

Staff should be aware that our students are drawn from a relevant community with regard to FGM and must therefore be alert to the possibility of a girl being at risk of, or already having suffered FGM. There are a range of possible indicators which are shared with all staff through annual safeguarding training; all staff must be mindful and alert to these potential signs. From October 2015, section 74 of the Serious Crime Act will place a statutory duty on schools to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions and in addition could risk criminal conviction. It will be rare for teachers to see visual evidence and they should **not** be examining students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

## **Prevention of Radicalisation**

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of exploitation; as a result, in addition to giving e-safety a very high profile in the school, all staff will be trained in preventing and detecting radicalisation; the Headteacher and Student Support Leadership Team will all participate in WRAP training; we will fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the MASH team. In addition to this, the school will ensure that suitable filtering is in place when accessing the internet to protect children from terrorist and extremist material.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

The school has taken note of recent lessons learned from serious case reviews regarding CSE and CCE. CSE involves exploitative situations, contexts and relationships where a young person receives something, for example food, drugs or money, in return for performing and/or others performing on them, sexual acts. CCE tends to involve similar contexts and relationships, but without any sexual acts. Both have become increasingly prevalent in recent years and the school will ensure that all students and staff are made aware of the risks of CSE and CCE and how to protect themselves/students from it. Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE or CCE. The issue of CSE and CCE will be addressed through Citizenship, Personal Development Programme and assemblies.

## **Peer on peer abuse**

The school acknowledges that children are capable of abusing their peers and that different gender issues can be prevalent when dealing with peer on peer abuse. We will never tolerate this or pass it off as 'banter' or 'part of growing up'. Examples of such behaviour which must be reported include but are not restricted to: girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Upskirting is another example and will be dealt with seriously and in line with policy. It may be the case that such behaviour will be deemed as bullying and sanctioned in line with the school's Anti-Bullying Policy.

## **Mental Health**

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. In order to help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy. The school will promote through its curriculum and pastoral care health, well-being and resilience. Additionally, the School Nurse, Welfare Assistant, Counsellor and Student Support team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity. The school will make a direct referral to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest or alternatively to one of our local outreach services. Where parental cooperation and capacity is judged to be appropriate, the school will request that the parent/carer request a CAMHS referral through their GP.

## **Online Safety**

The school recognises the risks that students are exposed to through the online world. Every effort is made to educate and to reduce those risks through ensuring that students have sufficient knowledge regarding potential harmful effects they may expose themselves to; these range from use of social media within the context of peer groups through the risk of exploitation from unknown sources. Parents and carers are actively involved and kept up to date through regular communications sent by the Lead for Online Safety, Ben Ford. Additionally, an annual E-Safety Parents' Evening is held to which all parents are invited, as well as the Safer School's Officer, where possible.

The school is aware that with an increase of online learning, there is an additional, potential risk for both students and staff. For this reason, safety measures have been put in place and regularly revisited, particularly since March 2020, when online learning became a more pressing priority. We believe that our strict school policy of students not being permitted to use their mobile devices at all through the school day supports their online safety; not only are they not distracted by their devices and able to enjoy unstructured time more than they would if online, but there is also a significant reduction in opportunity for online bullying.

### **Children with special educational needs and disabilities**

The school recognises that children with special educational needs and disabilities (SEND) may face additional safeguarding challenges and as such, will maintain an awareness of the barriers that can exist when recognising abuse and neglect in this group of children, for example being more prone to peer group isolation than other children; assuming that indicators of possible abuse relate to the child's disability; and communication barriers. The school will ensure that SEND students are provided with additional pastoral support and that advice and guidance with regard to keeping themselves safe is differentiated according to need.

### **Photographs and videos**

At times, we will use photographs and videos of the students on our website and in promotional materials which may be shared with parents, potential parents and the local community. When doing so, we will not use any personal information other than a first name, so that the child cannot be identified.

### **Policy Review**

This policy document will be reviewed on an annual basis by the Governing Body to ensure it is up to date with current legislation and best practice.

**Policy Author: Janine Sabbagh, Deputy Headteacher, Designated Safeguarding Lead**

**Date: October 2020**

### **Addendum to Safeguarding Policy and Student Support Guidance from 10<sup>th</sup> November 2020 until further notice**

Due to the Covid-19 pandemic, and the necessity of having to ask students to self-isolate at very short notice, we have made the decision to permit students in Years 9, 10 and 11 to make their own way home with their parents'/carers/permission. Usually, we would insist on collection of a student, but we understand that this is not always possible, and we believe that if a parent has made the decision that their child is capable of making their own way home, then this is acceptable. However, family are welcome to collect a student, and we will undertake supervising them until such a time, as long as it is not an unreasonable length of time. Where a child in KS4 has significant SEN needs, we will conduct a Risk Assessment in school to determine whether the student is safe to proceed home unaccompanied. For all students in Years 7 and 8, we will still require collection from parents or carers.  
Janine Sabbagh Deputy Head Student Support/DSL



## Appendix 1 – Summary guidance for school staff regarding Child Protection Referrals.

### NOWER HILL HIGH SCHOOL

#### Summary Guidance for School Staff regarding Child Protection Referrals

##### Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

##### Definitions

As in the Children Act 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- **Development** means physical, intellectual, emotional, social or behavioural development;
- **Health** includes physical and mental health;
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

##### Indicators of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

### **Taking action to ensure that children are safe at school and at home**

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with a designated teacher with responsibility for child protection (or the Headteacher in the absence of a designated teacher) prior to any discussion with parents.

#### **Child protection concern may have come from:**

- something the child has said or done;
  - an injury that is apparent;
  - the appearance of the child;
  - behaviour that is observed;
  - concerns that have accumulated over time;
  - the attitude or behaviour of parents or carers;
  - comments made by others about the child or parent/carer.
1. **The information should be recorded immediately** by the person directly involved, and also information regarding anyone else who was present or witnessed it. It is important to record the time and date and sign it.
  2. The member of staff concerned should **seek out one of the designated teachers** – Janine Sabbagh, Deputy Headteacher Student Support, Lucy Kitchen, Assistant Headteacher Inclusion, Caroline Cox, Assistant Headteacher Student Support, Fiona Ward, Assistant Headteacher Student Support, Chris Stratton, Assistant Headteacher Head of 6<sup>th</sup> Form immediately, or, if not possible, Louise Voden, Headteacher. This should be done without delay and to give Children's Services time to take appropriate action, if required, before the end of the school day.
  3. **The designated teacher will make a referral to Children's Services (Referral & Assessment Team (020 8901 2690))** if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed with a written report. Referrals about stranger abuse will be made to the Police.
  4. The referrer should be prepared to discuss or **provide information about the following:**
    - the evidence basis for the referral;
    - details of the child and family background;
    - accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have;
    - information regarding whether contact has been made with the parents/carers.

5. A social worker will then make further enquiries about concerns raised and may come to school to see the child.
6. Only minimal discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion:
  - leading questions should not be asked;
  - consideration as to their age and understanding;
  - consider what additional information the child may offer;
  - the child should be informed of what action is being taken and **should not be assured about confidentiality** when this cannot be guaranteed;
  - the child should be assured of continued support from staff;
  - the child should be reassured that they have done the right thing in reporting the concern.
7. If the child protection concerns are supported by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.
8. Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at a child protection case conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.
9. A social worker should ask the school to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e 7 working days form the referral.)

Appendix 2 – Actions where there are concerns about a child

**Actions where there are concerns about a child**

