



# **TWEENDYKES SCHOOL**

## **Child Protection Policy**

Date of Policy: October 2018  
Review Date: October 2019

## CHILD PROTECTION POLICY

*Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2018. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm (Keeping children safe in education, 2018)*

*Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.*

*This can include:*

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and*
- communication barriers and difficulties in overcoming these barriers.*

*(Keeping children safe in education, 2018)*

Please note, this policy should be read in conjunction with HSCB Guidelines and Procedures:

<http://hullscb.proceduresonline.com/index.htm>

### **Child Protection coordinators**

The people with responsibility for safeguarding at Tweendykes are:

Pierre Fenner (Early years & Juniors) – designated lead

David Percival (Seniors) - deputy

Berni Moorcroft - Headteacher

The school's child protection coordinators liaise weekly to ensure each other (and the Headteacher) are kept abreast of all issues. C-Poms software also helps keep information up-to-date in real time.

Additional people with a safeguarding responsibility at Tweendykes are:

Kath Oliver & Vicky Cartwright (Online safety)

Andrea Whiteley (Parent support practitioner)

Lisa Pedersen-Roe (Safeguarding governor)

Mark Pinchbeck (Online safety governor)

The school holds termly safeguarding meetings with key members of staff to review the school's policy, ensure the S11 audit is up to date and actions have been completed and share information from recent training they have attended. These meetings are attended by the head teacher, child protection coordinators, governors' safeguarding lead and e-safety lead.

## Contents

- 1) Statement of Intent
- 2) Code of practice
- 3) National guidance
- 4) Safeguarding and promoting the welfare of children
- 5) Child protection
- 6) Children
- 7) Definitions of harm
  - Abuse
  - Physical abuse
  - Emotional abuse
  - Sexual abuse (including further information on Child Sexual Exploitation)
  - Neglect
  - Young carers
  - Radicalisation
  - FGM
- 8) Recognition of harm
  - Vulnerable groups
  - Children missing from education
- 9) Acting on concerns
  - Managing a disclosure
  - Seeking medical attention
  - Information sharing & data sharing
  - Early Help and working with families
- 10) Needs and views of the child
- 11) Referring concerns about a child
  - Consent
  - Questions Children's Social Care may ask at Initial Contact
  - The HSCB Confirmation of Referral Proforma
  - Expectation of feedback
- 12) Allegations against staff members / volunteers
  - Staff & Volunteer Self Protection
  - Allegations against pupils
- 13) Recruitment and selection
  - Induction
  - Training

**14) Role of child protection coordinator & Role of governors**

**15) Contacts (Hull & East Riding of Yorkshire)**

**16) Appendices:**

- **Appendix 1 - Preparing to Discuss Concerns about a Child with Children's Social Care**
- **Appendix 2 – Definitions of harm**
- **Appendix 3 - Responding to a complaint or an allegation**
- **Appendix 4 – Safer recruitment**
- **Appendix 5 - Seven Golden rules of information sharing**
- **Further information**

# 1) Statement of Intent

## **A child centred and coordinated approach to safeguarding**

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, the school ensures our approach is child-centred and considers, at all times, what is in the best interest of the child.

Tweendykes School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective, reflective joint working between agencies and professionals that have different roles and expertise. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Tweendykes School has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Tweendykes School will aim to protect and safeguard children and young people by:

- Making sure all staff have read and understand part 1 of Keeping Children Safe in Education (2018). The governing body make checks to ensure this has taken place.
- Ensuring that all staff/volunteers are carefully selected, trained and supervised. The school follows LA guidelines and 'Keeping children safe in education' (2018) in the safe recruitment of staff and volunteers. All people working in school on a permanent basis have to fill in an application form, provide two references and are subject to a DBS check.
- All members of the school's governing body have a DBS check.
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The policy is updated on a yearly basis and presented to Governors to be ratified.

- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure. All new staff and volunteers follow full induction training. Each time the policy is renewed staff are made aware. The policy is on the school's website and is readily available to read. Audits and checks are undertaken to ensure staff read and understand the policy.
- Ensuring that staff/volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training. All new staff receive training on safeguarding and all staff training is updated every three years. There is a termly safeguarding brief for all staff to make staff aware of changes in policy, statutory guidance and initiatives.
- Ensuring that Tweendykes School has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them. All new staff and volunteers are made aware of this during initial induction, staff and volunteers are also made aware of procedures to follow.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this. Risk assessments are in place for curriculum, class activities and out of school visits.
- The school recognises the social challenges of many of the pupils and invests curricular focus into developing a coherent, structured approach to teaching pupils social communication skills and relationships, within the school's communication and RSE curricula, respectively.
- The school employs the mantra 'hands off unless danger' when considering the use of any physical handling. School staff are Team Teach trained and receive regular training, supported by in-house tutors.
- The school maintains a register of pupils who use 'buggys' or wheelchairs for pupils who may use these for reasons other than physical mobility (e.g. self-regulation). Agreement is made with parents/carers and the wishes of pupils are borne into account.
- Ensuring that the child protection policy and procedures are available to parents. Tweendykes School is welcoming to parents and actively encourages them to come into school or talk with a member of staff by telephone at any time.

- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what Tweendykes School does and what you can expect.
- The curriculum and young people's learning supports the development of knowledge, understanding, skills and competencies, developing responsibility, helping children and young people to make informed judgements and making effective decisions. The school's PSHCE curriculum plays a pivotal role in ensuring pupils learn to stay safe. Sixth form and key stage four staff receive training on consent, to develop understanding of how to support pupils make informed decisions.
- The school embraces the notion of 'early help' to support pupils and their families and as such maintains close links with a range of agencies to identify and support vulnerable families. The school closely monitors the welfare of children. Termly meetings are arranged between the school's coordinators, the Community Team for Learning Disability (CTLTD) and Children and Family Disability Team (social work). We ensure that as far as possible every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Tweendykes School seeks to be a listening school and will do its best to ensure children feel secure, are encouraged to communicate, and are listened to.
- We include in the curriculum, activities and opportunities to equip children to communicate their needs and with skills to stay safe from harm.
- A child-centred approach guides practice in the school and puts the needs and views of the children at the forefront of decisions made either by them or in their best interest. This approach helps practitioners in the school (and others working with us) reflect deeply on the needs of the child and how this may be delivered collectively.
- Staff are well equipped in recognising signs and symptoms of abuse for children with disabilities. The school creates a climate of trust and openness where all staff feel that they can express their concerns, no matter how minor, and know that they will be listened to and appropriate action taken.

## 2) Code of Practice

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

Staff/Volunteers/children should always:

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff or pupils) and report them through the correct procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Actively risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / children should not:

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact in or outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.

Mobile phones, cameras and devices:

Staff/volunteers/children must not use mobile phones in rooms where children are present, including those where children are cared for.

The guidelines within this policy should be read in conjunction with:

- 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (2015) (This serves as the school's Code of Conduct)
- ICT acceptable use policy
- Social Media Policy

### 3) National and Local Guidance

This Child Protection Policy should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb> ).

The governing body of the school ensures that the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the HSCB. This includes understanding and reflecting local protocols for assessment and the HSCB's threshold document along with supplying information as requested by the HSCB. The designated safeguarding lead and deputies liaise with the local authority and work with other agencies in line with Working together to safeguard children (2018)

The following national guidance should also be taken account of:

- The Children Act (1989)
- The Children Act (2004)
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- **What to do if you're worried a child is being abused: Advice for practitioners (2015)**
- Safeguarding Vulnerable Groups Act 2006
- **Guidance for Safer Working Practice for Adults who Work with Children and Young People (2015)**
- **Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)**
- **Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018)**
- **What to do if you suspect a child is being sexually exploited (HSCB May 2013)**
- **Keeping children safe in education: statutory guidance for schools and colleges (2018)**

- Disqualification under the Childcare Act 2006: Statutory guidance for local authorities, maintained schools, academies and free schools (2015)
- Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (2014)
- OFSTED: Inspecting safeguarding in maintained schools and academies (2016)
- GDPR and the Data Protection Act 2018

## 4) Safeguarding and promoting the welfare of children

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; and
- taking action to enable all children to have the best outcomes

The school also recognises that safeguarding also encompasses:

- curriculum
- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- educational visits
- intimate care
- online safety
- school security

## 5) Child protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## 6) Children

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age does not change his/her status or entitlements to services or protection.

NB The school population ages from 3-19.

## 7) Definitions of harm

School staff are 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.

Definitions of harm are detailed in appendix 2. This is not an exhaustive list and it must be recognised that it is not the role of staff/ volunteers to make an assessment of whether children or young people have suffered harm. Staff/volunteers/child protection co-ordinator have a duty to report any concerns about harm in accordance with the Hull Safeguarding Children Board, Guidelines and Procedures.

The PSHCE curriculum in the school is of paramount importance in both covering specific issues, such as the relationships and sex education, but also in supporting pupils' understanding of themselves. This is complemented by a strong communication strand to the curriculum, which focuses on giving a voice to the pupils in the school.

### **Online safety**

Whilst the school recognises that esafety is not a specific safeguarding issue, the school recognises that people with special needs are three times more likely to be victims of online abuse and consequently the school recognises the importance of promoting safety with pupils within the broader context of safeguarding.

As the school increasingly works online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing body ensures appropriate filters and appropriate monitoring systems are in place. The school works closely with RM to ensure this is the case.

Please also refer to the online safety policy.

## 8) Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways:

- Information given by the child, his/her friends, a family member or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because:
  - It does not make sense when compared with the explanation given.
  - The explanations differ depending on who is giving them (*eg*, differing explanations from the parent/carer and child).
  - The child appears anxious and evasive when asked about the injury.
- Suspicions may also be aroused when there has been a series of concerns expressed about a child's welfare over a period of time. It is important that members of staff share concerns with the child protection co-ordinator as they arise. Concerns should be recorded in order to build up a comprehensive picture.
- Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

### **Vulnerable groups**

Many pupils within the school have a number of complicating factors and/or 'grey areas', which may include the child's disability.

Whilst a core feature of the school's curriculum aims to develop the pupil's voice, the majority of the pupils continue to have significant communication difficulties, which may place them at greater risk of harm. An emphasis is hence placed on class teams to recognise small signs and symptoms related to unusual behaviour.

Further recognised issues relate to many of the issues parents/carers face, as parents/carers of a child with a disability. These may include social isolation, housing difficulties, mental health difficulties, although this list is not exhaustive. The school employs an early help approach which starts with the child's class team, but which extends to a whole school approach to the engagement of parents and to the specific, targeted work of a parent support practitioner. Through this work the school aims to signpost and support parents to the correct services so that they may independently gain the support they need.

### **Children Missing from Education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their wellbeing. At Tweendykes we encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

### **Young carers**

Children and young people under 18 who provide or intend to provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental

health problem or other condition connected with a need for care support or supervision. Young carers can be particularly vulnerable.

## 9) Acting on concerns

When staff have a concern they must complete a 'cause of concern' entry on C-POMS, which then automatically alerts all the child protection coordinators in the school. For significant concerns, child protection coordinators should also be informed in person. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action (which will also be recorded in writing on C-POMS and shared with the referrer), although any staff member can make a referral to children's social care, specialist services or early help services and should be made in accordance with the referral threshold set by the Hull Safeguarding Children Board. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

### **Managing a disclosure**

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said. Complete a record on C-POMS.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- The designated lead for child protection within your organisation must be informed immediately.

Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional harm is a disciplinary offence.

## **Seeking Medical Attention**

If a child has a physical injury and there are concerns about abuse:

If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care. Social services and a parent, if appropriate should be informed immediately.

## **Information sharing**

Safeguarding is everyone's responsibility and no professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care. (Working Together 2018). When sharing information this is done in a secure way.

- If harm is suspected it is essential to have a record of all information available. The record must include the date, time of events and the reasons for suspicion. Written evidence provides a vital component in being able to make judgements, effectively assess risk and ultimately make decisions in the best interest of the child. Working together to safeguard children (2018)
- When there is a notion of Early Help staff should take notes (even if there is an official minute-taker) and pass meeting notes to the child protection coordinators through C-Poms.
- Staff should note carefully what they observed and when they observed it. Signs of physical injury should be indicated on a 'body map' on the C-POMS software.
- Any comment by any person about how an injury occurred should be recorded, preferably quoting the actual words used, as soon as possible after the comment has been made. Remember, however, that the child should not be questioned further, or investigations carried out by the school. It is other agencies that have the legal duty to carry out detailed investigations.
- Any known criminal behaviour/suspicious behaviour eg unauthorised person observed trying to collect a child from school, or suspicions of child prostitution should be immediately reported to the police.

## **Early Help and Working with Families**

Tweedykes school is committed to providing valuable early intervention. We recognise that for children who need additional help, every day matters. In their day to day work with pupils and families staff have an important role to play in noticing indicators of possible harm. Staff understand their role in this process by identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment. The school is beginning to use the 'Family Star Plus' along with the 'strengthening families model' to support assessment of needs.

The school also recognises the need for this early intervention to be more reactive in the first instance and child protection coordinators work closely with local threshold guidance. To support this work the school employs a parent support practitioner. Where possible the school then aims to take a proactive role in working closely with families. This may, in the first instance, be through telephone conversation or face to face meeting. Occasionally, the school may work alongside local agencies and arrange 'family support meetings' on an ongoing basis (often termly) with parents and relevant professionals, to assess needs and put the support in place that families need to be best able to support their children.

If early help is appropriate the designated safeguarding lead supports the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Education Health and Care plan meetings provide a significant opportunity for effective inter-agency support and coordination to take place, putting the child at the heart of the conversation in terms of what is important to them and what is important for them in terms of support. This level of person-centred support means that pupils' outcomes are prioritised.

*Working together to safeguard children (2018)*

*Keeping children safe in education (2018)*

## 10) Needs and views of the child

As a communication and interaction specialist school Tweendykes strives to support pupils' understanding of what is happening and also for them to communicate their needs and wishes in a way that matches their level of development.

We recognise that the better a child is able to communicate, the more likely a pupil is able to discuss and convey their experiences, good and bad and, as such, is an important tool in keeping themselves safe. Pupils' communication needs are supported through a range of strategies, using reduced language and visual support systems, for instance. Further guidance on strategies used can be found in the school's communication policy.

A child-centred approach guides practice in the school and puts the needs and views of the children at the forefront of decisions made either by them or in their best interest. This approach helps practitioners in the school (and others working with us) reflect deeply on the needs of the child and how this may be delivered collectively. The school strives to include pupils in conversations about them at every opportunity and within the scope of SEND reforms (including education Health and Care plans) is aiming for a point where we can say 'no decisions about me, without me'.

Significant work has been done with staff in the sixth form to ensure consent guidance provided by adult safeguarding is in practice.

### ***Children have said that they need (Keeping children safe in education (2018):***

- *Vigilance: to have adults notice when things are troubling them*
- *Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
- *Stability: to be able to develop an on-going stable relationship of trust with those helping them*
- *Respect: to be treated with the expectation that they are competent rather than not*
- *Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
- *Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response*

- *Support: to be provided with support in their own right as well as a member of their family*
- *Advocacy: to be provided with advocacy to assist them in putting forward their views*

## 11) Referring concerns about a child

The designated child protection leads will act on behalf of Tweendykes in referring concerns or allegations of harm to 'EHASH' or the Police Public Protection Unit. It is important to note, however, that any staff member can refer their concerns to children's social care directly. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.

If the designated child protection lead is in any doubt about making a referral, they may seek advice from the Local Authority EHASH Team. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

It is not the role of the designated safeguarding lead to undertake an investigation into the concerns or allegation of harm. It is the role of the designated safeguarding lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Locality Team if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

### Response to a referral

Once the referral has been accepted by local authority children's social care the lead professional role falls to a social worker. The social worker should clarify with the referrer, when known, the nature of the concerns and how and why they have arisen.

Within one working day of a referral being received a local authority social worker should make a decision about the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;

- there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquires must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

*Working together to safeguard children (2018)*

### **Consent**

Staff should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHASH Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or the child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded and communicated with the Local Authority EHASH Team.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

## **12) Allegations against staff members / volunteers**

The school produces appropriate whistleblowing procedures, which are suitably reflected in staff training and code of conduct. The governing body ensures there are procedures in place to handle allegations against teachers, the headteacher, volunteers and other staff. Concerns about poor or unsafe practice and potential failures in the school's safeguarding regime will be taken seriously by the senior leadership team. (KCSIE 2018)

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. Further guidance can be found on appendix 3.

Further whistleblowing guidance can be found on in the 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (2015) and the school's whistleblowing policy.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

### Allegations against other pupils

Staff recognise that children are capable of abusing their peers. This policy recognises peer on peer abuse can manifest itself in many ways and makes clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Although not exhaustive peer on peer abuse may be considered as:

- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery);
- and initiation/hazing type violence and rituals.

The school recognises the social challenges of many of the pupils and invests curricular focus into developing a coherent, structured approach to teaching pupils social communication skills and relationships, within the school's communication and RSE curricula, respectively. These curricular means are coupled with the notion of 'respond, respect, restore' – school staff actively respond to all incidents, listen to the voice of the pupil and aim to restore relationships.

Incidents are initially managed staff, who respond to the incidents. These are then logged using the schools CPOMS system, where they are reviewed by the school's child protection coordinators to consider whether any patterns are emerging and whether any further action needs to be taken.

A pupil against whom an allegation of significant abuse (including instances of sexual abuse or harassment) has been made may be fixed term excluded from the school pending an investigation and the school behaviour policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

### **Staff & Volunteer Self Protection**

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

- Reducing the occasions when staff are working alone/unobserved with pupils
- Ensuring all newly appointed staff and volunteers have enhanced DBS checks
- Following clear physical contact/restraint guidance (TEAM TEACH)
- Following clear guidelines for recording of accidents and incidents
- Following clear procedures for handling allegations against staff

- Where a child alleges that they have been harmed (physically, sexually or emotionally) by a member of staff, the Headteacher should contact the Designated LA Officer (LADO) immediately so that a decision can be taken about the need for a strategy discussion/meeting and about immediate action to be taken.
- If a member of staff injures a child, even accidentally, and the injury is such that it would trigger a social care investigation, then the matter should be referred as above, regardless of whether or not a complaint has been made.
- Where the allegation is made against the head teacher, the person to whom the allegation is made should immediately contact the designated LA officer.
- All staff are required to report any concerns they may have about practices in the school, or the behaviour of colleagues which they consider likely to put children at risk of abuse or serious harm.
- Investigation procedures will be carried out in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.
- The procedure to be followed for staff will be in accordance with Part 4 of 'Keeping children safe in education' (2018)
- The above guidelines should be read in conjunction with 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (2015)

### **13) Recruitment and selection**

The school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. The governing body acts reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

It is important when recruiting paid staff and volunteers to adhere to the organisations recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

At least one member of the school's senior leadership team, along with the school business manager, the school's Human Resources manager, extended schools coordinator and several members of the school's governors have received safer recruitment training by the local safeguarding children's board (as of March 2016). This ensures the appropriate checks are made with the appropriate level of rigour required. Safer recruitment guidance is followed with respect to all paid and voluntary members of staff with reference made to part 3 (safer recruitment) of Keeping Children Safe in Education (2018). Further guidance in Appendix 4.

### **Induction**

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's child protection policy, told the name of the school's Child Protection Coordinators and the process for reporting concerns.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality, policy coverage (Child Protection policy, KCSIE pt1, online safety policy, ICT acceptable use policy, code of conduct). The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Child Protection Coordinator.

All members of staff have read and understood section 1 of 'Keeping children safe in education' (2018).

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

### **Training**

#### **Child protection training - Coordinators**

The designated safeguarding lead and deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. In addition to their formal training, as set out above, their knowledge and skills are updated, at least annually, to keep up with any developments relevant to their role.

The co-ordinators have completed additional training to fulfil their role:

- Safeguarding Threshold training
- School Child Protection Coordinators training:
  - Pierre Fenner: October 2018
  - David Percival: October 2018
- Train the Trainers – School Child Protection Co-ordinators (August 2017)

In order to maintain their knowledge and skills the Child Protection Coordinators undertake refresher training at two yearly intervals and attend at least annual training to support their role.

The wider safeguarding group (including the child protection coordinators) have also completed additional training:

- Childcare disqualification briefing (March 2015)
- PREVENT – (February 2015)
- CSE (May 2015)
- FGM – (March 2015)
- Lessons learnt from serious case reviews (September 2015)
- Safeguarding disabled children and young people – (November 2017)
- Online safety – (February 2015)
- CEOP (June 2018)
- Safer recruitment (May 2016)
- Earl help: substance abuse & anti-social behaviour (Feb 2017)
- Threshold update (May 2018)
- Neglect (Nov 2017)
- Team Teach tutor (May 2018)

### **Child protection training – Whole staff**

The governing body ensures that all staff members undergo safeguarding and child protection training at induction. In addition all staff members receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non-teaching staff. Every staff member undertakes appropriate refresher training every three years.

There is a commitment to providing all members of staff (including supply staff) and volunteers with level 1 HSCB training (Safeguarding Children – A Shared Responsibility – Awareness, Recognition & Responses). This will cover – recognising the signs and symptoms of harm, dealing with disclosures and suspicions of harm, and the school’s child protection procedures.

Training will be on-going for all staff in accordance with the ethos and aims of the school. There is a termly safeguarding brief for all staff to make staff aware of changes in policy, statutory guidance and initiatives. This is also available to governors. This briefing also helps address priorities identified in the section 11 audit.

Each time the policy is renewed staff are made aware. The policy is on the school’s team site and website and is readily available to read. Audits and checks are undertaken to ensure staff read and understand the policy.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

## **14) The Role of the Child Protection Co-ordinator**

### **DESIGNATED SAFEGUARDING LEAD**

The designated safeguarding lead takes lead responsibility for safeguarding and child protection. This is detailed in the role-holder’s job description. Whilst the activities of the designated safeguarding lead is delegated to appropriately trained deputies (heads of department), the ultimate lead responsibility for safeguarding and child protection, remains

with the designated safeguarding lead. During term time the designated safeguarding lead and deputies are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. For any out of hours activities cover arrangements are made.

These members of staff also perform the role of 'designated teacher' for pupils with looked after status and whose role it is to promote the educational achievement of these pupils.

Where there are concerns about the welfare of any child or young person all staff/ volunteers have a duty to share those concerns with the Child Protection Co-ordinator(s):

The Child Protection Co-ordinator is responsible for:

- Monitoring and recording concerns about the wellbeing of a child or young person.
- Managing referrals to the Local Authority Children's Services.
- Liaising with other agencies.
- Arranging training for staff / volunteers.
- Raising awareness of the school's child protection policy and the guidelines set out by the Hull local safeguarding children's board.
- Promoting the educational achievement of children who are looked after.
- Contributing to inter-agency working in line with statutory guidance
- Having due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015
- Carrying out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy, where applicable
- Appointing a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years
- Prioritising the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Making sure that children and learners are taught how to keep themselves safe
- Putting in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of Tweendykes in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Public / Family Protection Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Family Resource Centre if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

### **Role of the Governing Body**

The Designated Child Protection Governor at Tweendykes Schools is Pat Baggaley, however, the whole Governing Body will ensure the school:

The governing body ensures there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Has a child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children

- Keeps and maintains a Single Central Record of all staff checks (including students on placement, volunteers and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and LSCB
- Has a member of the Governing Body (usually Chair) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS.<sup>53</sup> It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

## 15) Contacts

### Hull

#### Children's Social Care (Local Authority)

EHASH (01482) 448879

Immediate Help Team (Out of Hours) (01482) 788080

Local Authority Designated Officer (01482) 790933

Police Public Protection Unit 101

Hull Safeguarding Children Board (01482) 379090

[www.hullsafeguardingchildren.org](http://www.hullsafeguardingchildren.org)

### East Riding of Yorkshire

#### Children's Social Care (Local Authority)

Referrals (01482) 395500

For Help and Advice (01482) 393339

Emergency Duty Team (01377) 241273  
East Riding Safeguarding Children Board (01482)396998/9

Local Authority Designated Officer (01482) 396999

Police Public Protection Team 101

## Appendix 1

### **Recording & preparing to Discuss Concerns about a Child**

**Ensure the information is accurate, up-to-date and clearly distinguishes between fact and opinion. If the information is historical then this should be explained.**

**Ensure information is shared in a timely fashion to reduce the risk of missed opportunities in offering support and protection.**

Try to sort out in your mind why you are worried, is it based on:

- What you have seen;
- What you have heard from others;
- What has been said to you directly.

**Try to be as clear as you can about why you are worried and what you need to do next:**

- This is what I have done;
- What more do I need to do?
- Are there any other children in the family?
- Is the child in immediate danger?

**In the conversation that takes place the duty Social Worker will seek to clarify:**

- The nature of the concerns;
- How and why they have arisen;
- What appear to be the needs of the child and family; and
- What involvement they are having or have had with the child and / or family.

### Questions Children's Social Care may ask at Initial Contact

- Agency (ie school, etc) address and contact details of referrer;
- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral;
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making;
- Full names, dates of birth and gender of children;
- Family address and, where relevant, school/nursery attended;
- Previous addresses;
- Identity of those with **Parental Responsibility**;
- Names and dates of birth of all members of the household;
- Ethnicity, first language and religion of children and parents;
- Any special needs of the children or of the parents and carers;
- Any significant recent or past events;
- Cause for concern including details of allegations, their sources, timing and location;
- The child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of any alleged perpetrator (name, date of birth, address, contact with other children);
- Referrer's relationship with and knowledge of the child and his or her family;
- Known involvement of other agencies;
- Details of any significant others;
- Gain consent for further information sharing / seeking;
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic violence, mental illness, substance misuse and/or learning difficulties.

## **The HSCB Confirmation of Referral Proforma**

All telephone referrals made by professionals should be followed, within 48 hours by a written referral giving specific and detailed information.

If you have secure email the form should be sent to The EHASH Team [socialservices.cdt@hullcc.gcsx.gov.uk](mailto:socialservices.cdt@hullcc.gcsx.gov.uk)

If you do not have a secure email system it should be faxed to 01482 444145

## **Expectation of feedback**

Children's Social Care should acknowledge a **written referral within one working day** of receiving it. If the referrer has not received an acknowledgement within **3 working days**, they should contact Children's Social Care again.

## Appendix 2

### **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 (e.g. via the internet). They may be abused by an adult or adults or 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 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 (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**

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.

The NSPCC website also provides useful additional information on types of abuse and what to look out for.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

### **Specific safeguarding issues**

#### **Further information on Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

#### **Radicalisation and Extremist behaviour**

At Tweendykes School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures.

#### **Prevent**

From 1 July 2015 specified authorities, including all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

### **Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme. This is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

### **Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

*Keeping children safe in education (2018) and Serious Crime Act (2015).*

## **Appendix 3**

### **Responding to a complaint or an allegation**

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

Treat the matter seriously,

Avoid asking leading questions and keep an open mind,

Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,

Make a written record of the information (where possible in the words a child used), including

- When the alleged incident took place (time and date)
- Who was present (witnesses)
- What was said to have happened,

Sign and date the written record,

Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Tweendykes School adheres to the Department for Education 'Keeping Children Safe in Education (2018)'.

The Headteacher will report the matter to the Local Authority Designated Officer (LADO) (Dan.horne@hullcc.gov.uk, Work mobile: 07702922464).

In the case that the concern or allegation relates to the Headteacher the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Local Authority Designated Officer.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom 'gossip' etc.

## Appendix 4

### **Safer recruitment**

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check (including barred list information).
- Information is stored on a single central record with details relating to:
  - an identity check;
  - a barred list check;
  - an enhanced DBS check/certificate;
  - a prohibition from teaching check;
  - further checks on people who have lived or worked outside the UK;
  - a check of professional qualifications;
  - a check to establish the person's right to work in the United Kingdom.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection Policy and Part 1 of DfE: Keeping Children Safe in Education (2018).
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The Disclosure and Barring Service (DBS) can help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.
- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Tweendykes knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, Tweendykes will notify the DBS.
- The potential staff member or volunteer will be interviewed for their suitability for the post.

- Non-teaching staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs
- Staff and volunteers will have a period of induction where they will complete induction training and access internal policies.

Additional checks in the form of a self-declaration form, in line with local safeguarding children's board and with reference to the *Childcare Disqualification Requirements (2015)*, have been put into place for those working in:

- Early years provision: this covers those who provide any care for a child up to and including reception age. This includes education in nursery and reception classes, lunchtime supervision and work in before and after-school care (such as breakfast clubs)
- Later years provision (for children under eight): this covers those who work in childcare provided by a school outside of school hours for children under eight, such as before and after-school settings (breakfast and after-school clubs). This does not include education or supervision during school hours.

## Appendix 5

### **Seven Golden rules of information sharing**

- *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)* is aimed at supporting good practice in information sharing by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding or child protection situations. Below are the 7 golden rules of information sharing that this guidance recommends.

1. Remember that GDPR and the Data Protection Act 2018 is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. From the outset be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgements on the facts of the case.
5. Consider safety and well being: Base your information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure.
7. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
8. Keep a record of your decision and the reason for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

