

**Caedmon School**  
**Child Protection Policy**  
**(Revised October 2011)**

## **Introduction**

Caedmon School is committed to promoting the health and welfare of all its pupils and consider the protection, safety and well being of children in its care as a major priority and responsibility. It fully recognises the contribution it can make to protect children and support pupils in school.

“All those who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.”

*Department of Health 2003*

Caedmon School recognises and accepts that teachers, along with other adults associated with the school, because of their unique position, are well placed to observe and monitor signs that may suggest child abuse. It recognises that the relationship between teachers and pupils, which fosters respect, confidence and trust can lead to the disclosure of abuse.

Caedmon School also recognises the necessity and importance of good and trusting relationships with parents of the children in its care and endeavours to preserve these wherever possible.

The school considers the five outcomes of ‘Every Child Matters: Change for Children’ DfES 2004, as integral to child protection and this policy encompasses the contribution Caedmon School makes to the promotion of children’s well being and to safeguarding them from ‘maltreatment, neglect, violence and sexual exploitation’.

## **Framework**

Caedmon School does not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The school adopt the procedures and guidance set out by the Local Safeguarding Children Board (LSCB) who is responsible for the development of the appropriate procedures and the monitoring of good practice. We also work closely with the LEA’s Education Social Work Service, which is available to give advice, support and guidance regarding child

protection matters. When appropriate, we refer to Social Services Department and work together with other agencies, attending and providing reports for Child Protection conferences and contributing, when needed, to any Child Protection Plan.

## Aims of the Child Protection Policy

This Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures in order that child protection referrals may be handled sensitively, professionally and in ways that support the needs of the child. This policy applies to every adult who works in the school, whether they are employed or volunteers.

In order to prepare and support staff for their responsibility in relation to the protection of children and to ensure awareness of signs of child abuse, all adults are issued with the schools Child Protection Guidelines and have received basic child protection awareness training in 2003 by the ESW Service, and has been revised in 2006 by the designated teacher. New Staff are made aware of child protection procedures on induction.

There are three main elements to our child protection policy:

- ◆ **Prevention** – through pastoral and teaching support, we create a positive and secure environment
- ◆ **Protection** – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- ◆ **Support** – to pupils, to staff and to children who may have been abused

## Definitions of Abuse

### What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

‘Working Together to Safeguard Children’ ECM, HM Government, 2006

For the purpose of the Child Protection Register, child abuse is divided into emotional abuse, neglect, physical injury and sexual abuse. These categories are not mutually exclusive; all abuse involves some emotional damage and there will be overlaps.

#### Emotional abuse

... is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmental inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

'Working Together to Safeguard Children' ECM, HM Government, 2006

#### **Signs of Emotional abuse**

The child might:

- Find praise confusing and react by destroying whatever has been praised
- Be afraid to take risks or try anything new because they 'know' they will fail
- Be angry, flying into sudden and uncontrollable rages that frighten them and you
- Be incapable of expressing emotion
- Be unable to engage with their peers or show empathy with them
- Be withdrawn

**Behaviours of the abuser, which are emotionally abusive, include the following and may occur singly or in clusters of behaviours:**

- ◆ Fear inducing/terrorising Fear inducing/creation of insecurity
- ◆ Tormenting
- ◆ Humiliating
- ◆ Denigrating
- ◆ Corrupting
- ◆ Scapegoating

- ◆ Inappropriate roles/responsibilities
- ◆ Isolating/ Rejecting
- ◆ Ignoring/Marginalising

### Neglect

... is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. It may involve a parent or carer failing to provide adequate food, shelter, or clothing, appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's emotional needs.

**'Working Together to Safeguard Children' ECM, HM Government, 2006**

### **Signs of Physical Neglect**

The child might:

- Be undersized
- Appear pinch-faced/drawn looking
- Be malnourished
- Be dirty/dishevelled/smelly to the point where other children refuse to sit with them
- Be ignored at home
- Be unable to 'connect' with others
- Be unable to hold a conversation or join in a group activity

Physical neglect might also occur when the parent fails to seek medical attention for the child or fails to ensure they attend school regularly

### Physical abuse

... may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

**'Working Together to Safeguard Children' ECM, HM Government, 2006**

### **Signs of Physical Abuse**

Always ask a child about an injury. Use an open question to convey sympathy rather than suspicion e.g. 'How did that happen?'

When the child answers, ask yourself the following three questions:

- Does the injury fit the explanation?
- Is there any non-verbal communication going on that might cause you concern, e.g. mumbling, turning away, not wanting to make eye contact or trying to remember a pre-rehearsed explanation
- Have you other concerns about the child or has another member of staff raised concerns about the same child?

#### Sexual abuse

... involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**'Working Together to Safeguard Children' ECM, HM Government 2006**

#### Signs of Sexual abuse

- ◆ Eating and sleeping problems
- ◆ Poor learning and concentration
- ◆ Dysfunctional attachment behaviour
- ◆ Withdrawn or over-active states
- ◆ Aggressive behaviours (to self and others)
- ◆ Clinging behaviour
- ◆ Heightened sexual behaviour
- ◆ Truancy and self-neglecting
- ◆ Depression and anxiety
- ◆ Psychosomatic illnesses
- ◆ Physical risk taking
- ◆ Poor social skills
- ◆ Avoidance of men or women (depending on gender of abuser)

For the older child:

- ◆ Sexually precocious behaviour and prostitution

- ◆ Solvent/alcohol/drug abuse
- ◆ Anorexia and bulimia
- ◆ Self harming and suicide attempts

**It is important to be aware that these symptoms are not specific to sexually abused children and have a number of causes.**

### Special needs, special consideration

*There is a common misconception that children with physical or severe learning disabilities are somehow safer, at least from sexual abuse – nobody would be that cruel and in any case such children would not be sexually attractive. This is a myth, and unfortunately the very opposite is true. Children with special needs, whether they have behavioural difficulties, physical disabilities or learning problems, are statistically two to three times more likely to be targets for abusers, especially sex offenders.*

Yvonne Quirk, 2003

## **Roles and Responsibilities**

The member of staff with designated responsibility for Child protection is **Mrs Mary Carter**

The Head Teacher, **Mr Tony Hewitt**, assumes responsibilities of the designated teacher in the absence of Mrs Carter.

The named governor for child protection is **Mrs Philippa McAuley**, who will attend training and report back to the governing body. Governors will not be given details relating to specific child protection cases, as these must be kept confidential.

- ◆ All adults working with or on behalf of children, at Caedmon School, have a responsibility to protect children
- ◆ It is the role of the designated teacher to ensure the area child protection procedures are followed within Caedmon School, and to make relevant referrals to the named agencies according to the guidance given. It is also their role to ensure all staff employed within the school are aware of the school's internal procedures, to advise staff and to offer support when needed

- ◆ The L.E.A Senior Child Protection E.S.Ws, Pete Roberts and Rosemary Cannelle, provide advice, support and training to the school and to the schools named person when needed.

## **Child Protection Procedures**

Caedmon School will follow the procedures set out in the document produced by North Yorkshire Safeguarding Children Board 'Child Protection Procedures and Guidance', also known as the 'Red Book'.

Staff are kept informed about child protection procedures through reminders at the beginning of each school year, induction, briefings and periodic awareness training.

Any member of staff who is concerned about a child in relation to any of the issues below **MUST REPORT THEIR CONCERNS TO THE DESIGNATED TEACHER FOR CHILD PROTECTION IMMEDIATELY**.

Any member of staff who: -

- ◆ Has suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, or when the explanation given appears inconsistent with the injury
- ◆ Notes behaviours or actions, which give rise to suspicions that a child may have suffered abuse. (This may include worrying drawings)
- ◆ Is concerned that a child may be suffering from lack of care, ill treatment, or emotional maltreatment.
- ◆ Has concerns that a child is presenting any signs or symptoms consistent with suspicion of child abuse or neglect
- ◆ Notes significant changes in a child's presentation otherwise unexplained
- ◆ Receives hints or a disclosure of abuse from the child, another pupil, parent or member of the public, in or outside of school
- ◆ Becomes aware that a Schedule 1 offender has moved into the family home or otherwise in a situation where that person may be posing a risk to children

**Should report their concerns to Mary Carter urgently**

## **The role of the designated Teacher in Child Protection**

- ◆ Staff will immediately inform the designated teacher of any child protection concerns. In the absence of the Designated Teacher, staff will inform the head teacher
- ◆ The designated teacher will decide what happens next. The first consideration will be the need to address any urgent medical needs of the child
- ◆ The designated teacher can make an enquiry as to whether the child is on, or has been on, the Child Protection Register
- ◆ The designated teacher can consult with the E.S.W and/or the Senior ESW or the Specialist Senior ESW and the designated LEA officer who will all offer support and advice on how to proceed. They may also consult with the Social services Service Manager
- ◆ The designated teacher will decide, based on LSCB and L.E.A Guidelines and after consultation, whether to talk to parents. Good Child Protection practice rests within a climate of openness and honesty. Parents will, in general and where possible, be spoken to, ' unless to do so, may place the child at risk of significant harm, impede any police investigation or place the member of staff or others at risk'. Consideration will also be given to *not informing* the parents if the child expressly does not want this. A referral will not be delayed if parents cannot be contacted. In any case where the parents disagree with the decision to refer their child, the designated teacher will continue with the referral, making it clear to parents that they are following the guidelines of the L.E.A and LSCB and acting on their statutory duty.
- ◆ The designated teacher will decide whether to make a formal referral to Social Services via their Customer Relations Unit and ***follow this up in writing*** using the standard referral form.
- ◆ Referral to Social Services should be made ***immediately*** where the child is at immediate risk; if there is clear physical evidence or a clear disclosure has been made. At Caedmon School, both the designated teacher and Head Teacher are committed to being 'contactable' at all times. However, if they are not available, the member of staff who has received the information must ensure a speedy referral to Social Services Department. Any member of staff is entitled to consult and to make a referral and the absence of key personnel should never prevent referral when there is immediate risk, physical evidence or direct disclosure.
- ◆ If the decision has been made not to make a referral, all action taken must be fully recorded together with the reasons for not making the referral. The designated teacher should advise the necessary personnel that further monitoring is necessary and inform parents, unless it places the child at risk of significant harm.



- ◆ The designated teacher may consider that whilst a Child Protection referral is not appropriate, it may be appropriate to make a referral to Pupil & Parent Services, the School Nurse or Social Services for support, with the agreement of parents. If the parents do not agree to such a referral, this may be considered as a child protection concern

### **Action by Caedmon School following A Child Protection Referral**

- ◆ The designated teacher will be responsible for liaising with social services to ensure both school and social services are informed of relevant information related to the child
- ◆ The designated teacher or other appropriate member of staff, such as the Head of Year will, wherever possible, contribute to the Child Protection strategy discussion
- ◆ The designated teacher or other appropriate member of staff will provide a report for, attend and contribute to any subsequent Child Protection Conference. This will include expressing a professional view, based on the information shared at the conference, as to whether the child or children appear to be at risk of significant harm and should be placed on the Child Protection Register
- ◆ If the child or children are placed on the Child Protection Register, the school, usually the designated teacher, will contribute to the Child Protection Plan, attend Core Group Meetings and Child Protection Review Conferences
- ◆ Where the designated teacher disagrees with a decision made by Social Services, she will discuss this with the Senior ESW for Child Protection and they will together agree how to proceed.

### **Professional Confidentiality**

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in relation to child protection. The only purpose of confidentiality in this respect is *to the benefit of the child*.

However, adults must never guarantee confidentiality to a child nor should they agree with a child to keep a secret. If there are concerns regarding the child with regards to child protection, they must be reported to the designated teacher who will take appropriate action in line with the guidelines set out by the LSCB.

Staff will be informed of relevant information on 'a need to know basis' only and should treat any shared information as strictly confidential.

## **Training and support**

Caedmon School will ensure that the named person and the nominated governor for child protection attend training relevant to their role.

The designated teacher and Head teacher have received Child Protection Training, provided by the LEA in 2010. The named teacher has attended the following courses:

- ◆ 'The effects of Domestic Abuse on children'
- ◆ 'Effective Child Protection: How to recognise abused children and act sensitively and confidently to protect them'
- ◆ 'Child protection Law for schools'.

The designated teacher will ensure all staff will undertake awareness training during their induction into school and periodically to refresh and update their knowledge and understanding.

In September 2011, all staff completed refresher or basic child protection training delivered by Mary Carter, using LEA resources and all staff have completed the on-line training with the North Yorkshire Safeguarding Board.

The nominated governor has been trained to Level 3.

## **Records and monitoring**

Well-kept records are essential to good child protection practice. Caedmon School is clear about the need to record any concerns held about a child, in any circumstances, within the school. We recognise the importance and status of these records with regard to building profiles and the need to hand them over to other agencies when need be. In cases of child protection, accurate records will be made as soon as possible and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated; any information given by recorded verbatim where possible and a note made of location and description of any injuries seen.

When a member of staff has a child protection concern, they record that concern on the school's 'Child Protection Concern form' and it is passed to the designated teacher to take appropriate action. A confidential child protection file is opened and kept separate from other files in the pastoral office. Each file has a front sheet and a monitoring log. Files are kept locked away and can only be accessed

by Mary Carter or the Head teacher. The Data Protection Act 1998 provides to Child Protection records to be exempt from disclosure where this would not be in the best interest of the child. These records will be transferred to any future school the child moves to for the attention of the Designated Teacher for Child Protection, clearly marked confidential.

Pastoral leaders are made aware of the names of children where child protection concerns have been raised so that they can make the designated teacher aware of any other pastoral issues, which may be helpful in building a broader picture of the child's behaviour and welfare. The relevant child's pastoral file has a sticker on it to indicate they also have a child protection file. This acts as a reminder to the pastoral staff.

The designated teacher is responsible for keeping files up to date and recording and information on children who are being monitored for child protection reasons. She will also keep copies of all information received and passed to other agencies in the case of referrals and children on the Child Protection Register.

Where a disclosure is made, clear notes must be taken, to include times, dates, concerns and what was said and passed immediately to the designated teacher who will take appropriate action.

When a child transfers to another school, the relevant information will be forwarded to the designated teacher of that school to alert them of the need to monitor the child.

### **Safe school, safe staff**

All staff have a duty of care with regard to all children in school, which may include emotional support. When working one to one with a pupil, staff should make colleagues aware of the circumstances.

Caedmon school promotes a culture to enable all staff to discuss any personal concerns or difficulties that may get in the way of protecting children. Support will be given via the line management system and all staff are encouraged to take such concerns to their line manager (Head of Faculty), a member of the SMT or directly to the named person, if necessary.

This school takes child protection seriously and will endeavour to keep child protection issues in mind throughout the recruitment process. The school will follow L.E.A. guidance regarding the safe

recruitment selection and employment of staff in order to ensure that every effort is made to deter and prevent any person who may pose a risk to children from working with them. All adults who work in school whether paid or not will undergo a Criminal Record Bureau check.

Staff will not be put in a position, which renders them particularly vulnerable to false allegations of abuse. Any concerns that, for whatever reason, a member of staff may be vulnerable will be shared with the Head Teacher or designated teacher who will make appropriate arrangements to reduce or eradicate this risk. The decisions made will be recorded and include the reasons for them. If the risk relates to a particular child, a copy will be retained on that child's Child protection file. Parents, where appropriate will be informed.

Any member of staff who has concerns that the behaviour of another member of the schools staff is or may be abusive to children will immediately inform the **Head Teacher**. If these concerns relate to the head teacher, the designated teacher or governor will be informed. (Ref. Whistle blowing arrangements)

In line with the school's behaviour policy, physical restraint is used by staff as a last resort to protect the child, themselves or others from harm.

### **Support for staff**

Child Protection work can be difficult, distressing and extremely stressful. School staff that may become involved in this area of work will therefore often need support and a 'listening ear'. Staff will be supported by Mary Carter. Tony Hewitt and the ESW service will support the designated teacher.

### **Allegations of abuse made against a member of staff**

All children will be listened to and taken seriously whenever making an allegation of a child protection nature, irrespective of the person they are making the allegation against. Caedmon school recognises that this is particularly difficult when the subject of the allegation is a colleague. However, on no account, should the person listening to the allegation offer an alternative explanation or blame the child. The L.E.A. procedures in the LSCB handbook and NYCC Personnel Guidance Section 22 of the Personnel Manual will always be followed.

It is understood that such allegations may be malicious, misplaced or false. It is essential for both the child and the members of staff that allegations are investigated properly in order that the children are

protected and that any member of staff who has been falsely accused can be proven innocent. In the event that an allegation is made against the Head Teacher, the matter should be reported to the designated teacher or the nominated Governor, whose role it is to ensure that the agreed procedure is followed and will proceed as the 'Head Teacher' as follows:

The person who has received an allegation or witnessed an event will immediately inform the head teacher who will take steps to secure the immediate safety needs of the child or children and seek any urgent medical attention required. The member of staff will not be approached at this stage unless necessary to address the *immediate* safety of children.

The Head Teacher will consult the lead L.E.A. officer for Child Protection or the Specialist Senior E.S.W. for Child Protection in order to decide how to proceed. This decision will be made with regard to L.E.A. procedures designed to secure the rights and well being of children and staff. Consideration will always be given throughout any procedures to the support and information needs of pupils, parents and staff.

The Head Teacher will inform the nominated governor for child protection of any allegation against a member of staff.

## **Partnership with Parents**

Caedmon School recognise that the protection of children should always be of paramount importance and consideration and that the primary focus in child protection should always be the safety and welfare of the child. However, good child protection practice and outcome relies on a positive, open, honest working partnership with parents.

Caedmon School will ensure that all parents are treated with respect, dignity and courtesy. We will respect parents' right to privacy and confidentiality unless they give permission for information to be shared or it is necessary to infringe this in order to protect the child or children.

When a referral is made without informing parents, we will clearly explain that we have both acted following consultation and in line with our statutory responsibilities, this policy and LEA and LSCB procedures.

We will make parents aware of this policy and guidance in the school prospectus and state that we may, on occasion, need to make referrals without consultation with them. We will, however, make

every effort to maintain a positive working relationship with them while fulfilling our duties to protect the child or children.

Parents will be made aware that they can view this policy on request.

### **Supporting pupils at risk**

Caedmon School recognises that children who are abused or who witness domestic violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable element in the lives of children at risk and we will provide a secure, caring, supportive and protective environment for the child. Whilst at school, their behaviour may be challenging and defiant, the school recognises dealing with these children requires a considered and sensitive approach in order to help and support them. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

Caedmon School will endeavour to help and support pupils through:

- ◆ The curriculum by encouraging self-esteem and self-motivation. Through the curriculum and pastoral system, school is committed to raising pupils awareness that they have a right to not be treated or touched in a way that makes them unhappy or hurt, that sometimes they may not feel able to stop an adult doing something that they do not like and that there are people in and out of school who will listen to them and take steps to protect them from harm. Age appropriate materials are utilised in Citizenship, in year 9, in order to help children understand child protection issues and are planned for year 7 pupils in the near future.
- ◆ The school ethos which promotes a positive, supportive and secure environment and which gives all pupils a sense of being respected and valued
- ◆ The implementation the school behaviour management policy
- ◆ A consistent approach, which recognises and separates the cause of behaviour from that behaviour displayed by the child. This is vital to ensure that all children are supported within the school environment
- ◆ Regular liaison with other professionals and agencies who support pupils and their families
- ◆ A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- ◆ The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- ◆ Appropriate arrangements for ensuring the safe use of the internet

The Designated Teacher or Head Teacher will decide which members of staff “need to know” and how much they “need to know” in order to support and protect the child. This decision will take into account the acute difficulty and embarrassment many children have knowing that staff are aware of their situation. Central to decisions made in protecting and supporting the child, is the need to maintain, wherever possible, the child’s privacy, dignity and right to confidentiality.

This policy should be considered alongside other related policies in Caedmon School which include:

- ◆ Pastoral
- ◆ Behaviour Management
- ◆ Anti-bullying
- ◆ Special Education Needs
- ◆ Health and Safety
- ◆ Equal Opportunities/Racial Equality
- ◆ Citizenship
- ◆ ICT Resources
- ◆ Sex and Relationships Education
- ◆ Mobile Phone

The school also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection. Separate files for ‘vulnerable’ children are also kept in the child protection office.

### **Children who go missing**

When a child, who is on the child protection register, ‘goes missing’ or is significantly absent, the designated teacher will immediately inform Social Services and the ESW. When other children go missing or change school and information is not available regarding the receiving school, the Head of Year will inform the ESW who will take appropriate action to trace the child.

### **The Role of Governors**

There will be an annual item on the Governor’s Meeting Agenda to report:

- ◆ The number of children in school on the Child Protection Register, (not to include names or details) and the number of concerns raised by staff

- ◆ Training needs
- ◆ Training undertaken and
- ◆ A review of this policy

## **Personnel Changes**

Any change to personnel undertaking the roles of designated teacher for child protection or nominated governor will be reported to the Specialist Senior Education Social Worker for Child Protection in order that LEA records can be updated and training offered.

## **OFSTED Inspections**

If an inspection comment suggests that the school should address any matters regarding Child Protection, the Specialist Senior ESW will be informed to advise the school on any necessary advice, guidance or training.

School will also report any positive comments or practice to share and promote good practice in all schools

**Mary Carter**

**Designated Teacher for Child Protection**



Appendix 1

**Referral Form to Childrens Social Care - Personal Details (Page 1)**

Surname:		First Name:	Title:
Preferred Name/Mode of Address:			
D.O.B.:		M/F/Unborn	
<u>Permanent Address</u>		<u>Temporary Address</u>	
Tel:		Tel:	
School attended:		Name of School Contact:	
First Language:		Interpreter Required?	
Ethnic Origin:		Religion:	
If Refugee/Asylum Seeker:			
Nationality:		Status:	
Any Risk to Professionals?			
Does the Child have any Special Needs?			
<u>G.P. (Inc. Telephone Number)</u>			

**FAMILY/OTHER MEMBERS OF THE HOUSEHOLD**

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

**OTHER PROFESSIONALS INVOLVED**

Name	Address & Telephone Number	Role

## Referral Form to Children's Social Care - Personal Details (Page 2)

Surname:	First Name(s):
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Subject aware of Referral?	Responsible Adult aware?
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Referred By:
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Designation:	Date & Time:
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Address:
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Telephone Number:
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<u>Reason for Referral:</u>
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<u>Current Issues:</u>
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(Continue on separate sheet if necessary)

<b>Copy for:</b>	Customer Service Centre: Specialist Customer Services Team (Social Care) North Yorkshire County Council County Hall, East Block, Northallerton DL7 8AH Fax No. 01609 532009 Cru.customer.services@northyorks.gov.uk	Own Records Education staff - copy to: Eleanor Birkhead - Child Protection Administrator, ESW Service, Room SB108, County Hall, Racecourse Lane, Northallerton DL7 8AE <a href="mailto:eleanor.birkhead@northyorks.gov.uk">eleanor.birkhead@northyorks.gov.uk</a>
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## Advice & Referral

### **Child Protection:**

#### **Senior Education Social Workers**

Craven	<b>Claire Middleton</b>	01609 536767
Harrogate	<b>Annie Sheppard</b>	01609 535547
North	<b>Polly Hampton</b>	01609 536317
White Horse	<b>Sally Locke</b>	01609 534460
Central Vale	<b>Lis Grimshaw</b>	01609 536819
Coast	<b>Shaun Fearn</b>	01609 534461

### **Child Protection & Allegations against Staff & Volunteers:**

#### **Education Safeguarding Managers /LADOs**

- **Rosemary Cannell** 01609 534974 / 07715540723  
Harrogate & Craven
- **Karen Lewis** 01609 534200 / 07715540711  
North & White Horse
- **Claire Hamilton** 01609535646 / 07814533363  
Central Vale & Coast

Or contact Education Child Protection Admin Team Leader

- **Julie Fenny** 01609 532477

#### **Lead Officer for Child Protection in Education**

- **Alan Critchlow** 01609 532320

**Children's Social Care** 01609 536993

Ask to speak to the **Deputy Service Manager** in your area

**Emergency Duty Team** 0845 034 9417

**North Yorkshire Police** 0845 6060247

Ask for the **PVPU (Protecting Vulnerable Person's Unit)** in your area

### **Referral**

#### **Social Care Customer Service Centre:**

Tel 01609 536993

Fax 01609 532009

E-mail [cru.customer.services@northyorks.gov.uk](mailto:cru.customer.services@northyorks.gov.uk)

