

# Child Protection and Safeguarding Policy



## ILM SCHOOLS CHILD PROTECTION & SAFEGUARDING POLICY

ILM Schools

Malthouse Ave, Pontprennau,

Cardiff CF23 8BA

029 2034 2040

**LEA No: 681 6093 Charity No: 1106782**

**HEADTEACHER: SAKHAWAT ALI**

**Trustee: Dr Sayma Hanif**

**Ratified : 15<sup>th</sup> September 2026**

# **Child Protection & Safeguarding Policy**

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## **Child Protection & Safeguarding Policy**

### **KEY CONTACTS WITHIN THE SCHOOL**

#### **DESIGNATED SAFEGUARDING PERSON (DSP) FOR CHILD PROTECTION**

NAME: Qamar Ahmed (Deputy Headteacher) CONTACT  
NUMBER: 02920342040

#### **DEPUTY DSP's**

NAME: Azizur Rahman (Senior Leadership Team)  
CONTACT NUMBER: 02920 342040

#### **NOMINATED TRUSTEE FOR CHILD PROTECTION**

NAME: Dr Sayma Hanif  
CONTACT NUMBER: 07889 937417

### **KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

#### **REFERRAL TO CHILDREN'S SERVICES AT CARDIFF MULTI AGENCY SAFEGUARDING HUB (MASH)**

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours, telephone: **029 2053 6490** (option 3)

For cases that are open to Children Services and have an allocated social worker telephone **029 20 536400**

Education Reps at MASH (professionals only) **029 20338438**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **029 20788 570**

**POLICE (CHILD PROTECTION): 999 (IN AN EMERGENCY) 029 2022 2111**

The **EDUCATION SAFEGUARDING TEAM** is able to provide advice and support.

**CONTACT NUMBERS: CONTACT NUMBERS: 029 223 30876, 029 223 30877 and 029 223 30878**

**E-MAIL: [educationsafeguarding@cardiff.gov.uk](mailto:educationsafeguarding@cardiff.gov.uk)**

**Lynda Gallagher Local Authority Designated Person 029 223 30889 or 07778 574 107**

**Samantha Dickens, Social Worker for Professional Concerns Team**

**Email: [samantha.dickens@cardiff.gov.uk](mailto:samantha.dickens@cardiff.gov.uk)**

## **Child Protection & Safeguarding Policy**

### **PREVENT CO-ORDINATOR**

Stephanie Kendrick-Doyle - Home Office Prevent Co-ordinator  
Operational Manager  
Cardiff Local Authority  
Mobile: 0777 996 1266  
E-mail: [stephanie.kendrick-doyle@cardiff.gov.uk](mailto:stephanie.kendrick-doyle@cardiff.gov.uk)

# Child Protection & Safeguarding Policy

## INTRODUCTION

### *Safeguarding and protecting is everybody's responsibility*

"We all share a responsibility for safeguarding and promoting the welfare of children and young people, whether as a parent, or family member, a friend or neighbour, an employer or as a paid or volunteer worker. All members of the community can help to safeguard and promote the welfare of children and young people and should act to do so if they have concerns about a child's welfare"

*Safeguarding Children: Working Together under the Children Act 2004*

The trustees and staff of our school recognise our statutory duty to safeguard and promote the welfare of children and young people. The Child Protection and Safeguarding Policy has been developed in accordance with relevant safeguarding legislation and guidance in Wales. It aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection and safeguarding issues. We expect all staff, including volunteers, to play a full and active part in protecting our pupils from harm.

All staff and trustees believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

**This policy is informed by *Keeping Learners Safe*, the *Wales Safeguarding Procedures*, the *Social Services and Well-being (Wales) Act 2014*, the *Children Acts 1989 and 2004*, the *Education Act 2002* and other relevant Welsh safeguarding guidance. The school follows the current *Wales Safeguarding Procedures* and *Cardiff* safeguarding and referral arrangements. This policy is reviewed annually, and sooner where national or local safeguarding guidance changes.**

# Child Protection & Safeguarding Policy

## MAIN DOCUMENT

### 1 AIMS

- To support the child's development in ways that will foster security, confidence and independence
- To create an ethos within the school which helps children to feel secure and able to talk freely, in the knowledge that they will be listened to and their concerns taken seriously
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Children's Services
- To ensure that all adults within school, who have access to children, have been checked as to their suitability
- To help pupils stay safe both in school and online

There are 4 main elements to our policy in implementing the above aims:

- a. Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school safe environment where children know who to approach with any concerns about their welfare.
- b. Procedures** for identifying and reporting concerns about the welfare of a child.
- c. Support To Pupils** who have / may have been abused
- d. Preventing Unsuitable People Working With Children** through robust vetting and recruitment processes

### 2 FRAMEWORK

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. ILM School aims to protect the children in its care by working consistently and appropriately with child protection agencies.

### 3 PROCEDURES

This policy is compliant with the new All Wales Child Protection Procedures and Welsh Safeguarding Procedures with reference to Keeping Learners Safe.

#### 3.1 ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. Within ILM School, the following individuals have specific responsibilities.

# Child Protection & Safeguarding Policy

## Designated Teacher for Child Protection

Schools are required to have a senior member of staff with leadership responsibility for safeguarding arrangements. The Designated Safeguarding Person (DSP) for ILM School is **Qamar Ahmed** (Deputy Head Teacher).

Main responsibilities of the DSP:

- Be the first point of contact for parents, students, staff and external agencies for all matters of child protection
- Ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this
- To ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- Ensure an ongoing training programme for all employees
- To co-ordinate the Child Protection procedures within the school
- Ensure the confidentiality and storage of records in relation to Child Protection
- Ensure parents are aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment.
- Where children leave the school ensure their child protection file is copied and securely transferred to the new establishment as soon as possible but transferred separately from main file
- Keep the headteacher informed of all actions, unless the headteacher is subject to a complaint

**If the DSP is unavailable, the Deputy DSP (Azizur Rahman) automatically assumes full safeguarding responsibility, including:**

- Receiving concerns
- Making referrals
- Contacting local authorities/social services
- Recording actions
- Giving advice to staff

If an allegation or concern is about the DSP, the staff member must **not** report it to the DSP.

Instead, the concern must be referred **directly and immediately** to:

### a. The Headteacher / Principal

- The Headteacher becomes the lead decision-maker.
- They must follow the **Local Authority Designated Officer (LADO)** process for managing allegations.

## Child Protection & Safeguarding Policy

### b. If the Allegation Is About the Headteacher

Then the concern must be reported to:

- **Chair of Trustees**
- They must then contact the **LADO**

#### **Nominated Trustee for Child Protection**

The nominated Trustee is **Dr Sayma Hanif (Trustee)**. Their role is to ensure:

- The school has a Child Protection policy in place
- The policy is reviewed annually or whenever new guidance becomes available
- The designated and other staff have the opportunity to attend appropriate training
- Parents are aware of our Child Protection responsibilities

### **3.2 TRAINING FOR ALL STAFF**

All staff, including teachers, teaching assistants, midday supervisors, caretakers, volunteers, admin staff and Trustees in the school must complete Basic Safeguarding and Child Protection Awareness Training on an annual basis.

The Designated and Deputy Safeguarding Persons should undertake appropriate safeguarding training and keep their knowledge up to date. Staff receive updates where safeguarding risks, procedures or guidance change.

The school will also use Wales Safeguarding Procedures as a training tool to help us identify abuse and neglect. More details can be found <https://safeguarding.wales/index.html>

### **3.3 RECOGNISING CHILD ABUSE**

Teachers and other adults in schools are particularly well placed to detect signs of child abuse. It is important, therefore, that any case of suspected abuse is taken seriously and that there is a clear system of communication within schools, between schools and the Education Service, and between schools and other agencies such as Children's Services and the Police.

### **3.4 DEFINITIONS OF CHILD ABUSE AND NEGLECT**

The Children Act 1989 and 2004 and All Wales Child Protection Procedures 2008 PART 1 1.1 to 1.1.4 definition of abuse as follows;

*'A child is abused or neglected when somebody inflicts harm, or fails 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. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan'*

#### **3.4.1 Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

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### 3.4.2 Sexual Abuse

Forcing or enticing a child/young person to take part in sexual activities, whether or not they are away of what is happening, may involve, physical contact, including penetrative or non-penetrative acts; 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.

### 3.4.3 Neglect

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

### 3.4.4 Emotional Abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age and developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, for example witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### 3.4.5 Female Genital Mutation (FGM)

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) may fall into this category. Any indications that FGM or Forced Marriage are imminent. We will do everything that it can to ensure that:

- The school encourages an open and listening environment where students feel able to discuss issues that they may be facing
- The Designated Person and deputies are aware of the issues surrounding FGM
- Advice and signposts are available for accessing additional help

### 3.4.6 Students at Risk of Involvement in Extremist Behaviour

The Counter-Terrorism and Security Act 2015 includes a new duty on schools to "have due regard, in the exercise of its functions, to prevent people from being drawn into terrorism." Estyn expects school inspectors to consider how a school "keeps pupils safe from the dangers of radicalisation and Extremism."

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

Training on recognising and responding to the risk of Violent Extremism is undertaken by all staff on an annual basis as part of the safeguarding training for staff at the start of each academic year and as part of the induction process for new staff.

The named member of staff for the Prevent Strategy is **Qamar Ahmed**. The named member of staff and the Deputy DSP attend update training in relation to the Prevent Strategy and

## **Child Protection & Safeguarding Policy**

maintain close links with the local Channel Project and the Prevent Engagement Officers.

### **Why Might Someone be Drawn Towards Extremism?**

It appears a decision by a young person to become involved in violent extremism may begin with a search for answers to questions about identity, faith and belonging:

Research to date indicates that the attraction:

- May be driven by the desire for “adventure” and excitement
- May be driven by a desire to enhance the self-esteem of the individual and promote their “street cred”
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- May be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

### **Recognising Extremism**

Early indicators may include:

- Showing sympathy for extremist causes
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Glorifying violence/condoning or celebrating acts of terrorism
- Evidence of possessing illegal or extremist literature
- Advocating messages from illegal organisations or other non-proscribed extremist groups such as the EDL
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).

### **Other safeguarding issues**

Staff are also expected to be alert to other safeguarding concerns, including:

- child-on-child abuse, bullying and cyberbullying
- sexual harassment, sexual violence and harmful sexual behaviour
- child sexual exploitation and child criminal exploitation
- domestic abuse
- trafficking and modern slavery
- children missing education or patterns of absence that may indicate a safeguarding concern
- self-harm or thoughts of suicide
- online abuse, grooming, inappropriate image sharing and other risks arising through social media, gaming, personal devices and emerging technologies
- This list is not exhaustive. Staff should report any concern about a pupil's safety or welfare.

## **3.5 TAKING ACTION**

Abuse or the suspicion of abuse may come to your attention as a result of:

- A disclosure
- Observation of bruises/burns etc. for which the explanation given is not plausible

## Child Protection & Safeguarding Policy

- Another pupil/parent may give you information
- You may observe changes in behaviour that worry you
- You may instinctively feel something is wrong
- There are neglect issues

Where a member of staff has concerns about the welfare of a child they should immediately report their concerns to the DSP, who will appropriately consider the concern and what actions, if any, should be taken. It is not the role of school staff to investigate. This role lies jointly with Children's Services and the Police.

### 3.6 MAKING A REFERRAL

- If the DSP decides a referral is necessary they should immediately telephone Children's Services. Telephone referrals should be followed up with completion and return of the Multi Agency Referral Form (**See Appendix A**) to Intake and Assessment within 48 hours from the initial telephone call. A copy should be kept for your records. **There must not be any delay in making the referral.** Professionals cannot remain anonymous when making a referral.
- When making a child protection referral parental consent is not required however, after consultation with Children's Services when the verbal referral is made staff may be advised to seek parental consent.
- Children's Services will assess whether the concern is Child in Need of support or Child in Need of Protection.
- If there are concerns of a Child Protection nature and the child is about to leave the school premises the DSP must be informed. The DSP, in consultation with Children's Services will decide on the next step to be taken.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.
- If an individual reporting the concern disagrees with the DSP's decision that a referral is not necessary, they must make the referral and inform the DSP of this.

### 3.7 DEALING WITH DISCLOSURES

**Staff cannot keep confidential a disclosure of abuse and must refer the matter to the DSP.**

It is important that you:

- Do not interrogate the child
- Do not promise to keep secrets. Explain that you will need to speak to someone else who will be able to help them
- Act promptly
- Note your concerns
- Give as much information as you know about the child to the DSP

**Do not** challenge someone you suspect may be involved in abusing children (even if this person is a colleague).

## Child Protection & Safeguarding Policy

What to do if a child tells you that they are being harmed;

| <u><b>DO</b></u>                                                                                                                                                                                                                                                                                                                        | <u><b>DO NOT</b></u>                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Keep an open mind</li><li>• Reassure the child that they have a right to tell</li><li>• Listen carefully</li><li>• Work at the child's pace</li><li>• Ask only open questions – if you must ask them, clarify the facts, don't interrogate</li><li>• Explain what you need to do next</li></ul> | <ul style="list-style-type: none"><li>• Promise to keep secret what they are telling you</li><li>• Interrupt</li><li>• Interrogate/investigate</li><li>• Assume e.g. this child tells lies</li><li>• Make suggestions about what is being said</li><li>• Speculate or accuse anyone</li><li>• Show anger, shock etc...</li></ul> |

## Child Protection & Safeguarding Policy

|                                                                                                                                          |                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Record accurately and quickly using the child's words</li> <li>Pass on to DSP same day</li> </ul> | <ul style="list-style-type: none"> <li>Tell the child to go and speak to someone else</li> <li>Forget to record accurately and/or pass on to MASH</li> <li>Confront alleged abuser</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3.8 ATTENDANCE AT CHILD PROTECTION CONFERENCES

If a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the DSP's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation.

If the school is part of the core group then the DSP should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed.

All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the DSP must inform the child's social worker **immediately** and then record that they have done so and the actions agreed.

Information must be shared on a strict need to know basis.

### 3.9 RECORD KEEPING

Any member of staff receiving a disclosure of abuse from a child/ young person, or noticing signs or symptoms of possible abuse in a child /young person should make notes as soon as possible, what was said or seen, putting the scene into context, and giving the time and location. A **Record of Concern Form** must be completed (**Appendix B**). *It is very important to keep this record safely and confidentially in the Child Protection File.*

- All documentation/records relating to child protection concerns should be placed on the child's individual Child Protection files and securely stored.
- When a child who is on the child protection register leaves the school, the DSP will inform the child's new school immediately and discuss with the Chair of the Child Protection Conference the transfer of any confidential information the school may hold.
- The DSP will inform Children's Services of significant changes to the child protection plan or family circumstances.
- If a child has a Child Protection file and changes school, the school will ensure
  - the Child Protection file is copied and a copy retained at the school (retention period DOB + 25 years) and;
  - the original Child Protection file is transferred to the new school and;
  - Children's Services is advised of the change of school if the child is on the Child Protection Register.

All documentation/records relating to child protection concerns should be placed on the child's individual Child Protection file and securely stored. **Appendix C**, Child Protection Record Log should be filed at the beginning of each CP file and used to chronologically log events, meeting or contacts etc.

# Child Protection & Safeguarding Policy

## 4 SUPPORT PUPILS

The school recognises that a child who is abused or witnesses abuse may find it difficult to develop and maintain a sense of self-worth and may feel helpless and humiliated.

The school will support all pupils by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Providing continuous support to a pupil about whom there have been concerns who leaves our school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school

## 5 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

Our school operates recruitment and management procedures that take account of the need to safeguard children and young people including arrangements for appropriate checks on staff and volunteers that comply with locally agreed inter-agency procedures in conjunction with Human Resources.

Our recruitment includes the requirement for DBS checks

### 5.1 Peer-on-peer sexual abuse, sexual harassment and harmful sexual behavior

ILM Schools recognises that children can experience abuse and harmful behaviour from other children. This may include peer-on-peer sexual abuse, sexual harassment, sexual violence, exploitation and harmful sexual behaviour, including behaviour occurring or facilitated online. Such concerns will be treated as safeguarding matters, recorded and responded to in accordance with the Wales Safeguarding Procedures and relevant Welsh Government guidance. Harmful behaviour will not be dismissed as banter or an inevitable part of growing up.

### 5.2 Online/digital safeguarding within child protection

Safeguarding applies both online and offline. Staff must be alert to abuse, exploitation, grooming, sexual harassment, harmful or inappropriate image sharing and other safeguarding concerns that occur or are facilitated through digital technology. Online safeguarding concerns must be reported through the school's normal safeguarding procedures.

## 6 ALLEGATIONS AGAINST STAFF IN SCHOOL SETTING

When it is alleged or suspected that a pupil has been abused by a member of staff the following procedures must be undertaken (refer to the diagram in Appendix D):

- The Headteacher or DSP must be informed immediately
- All suspected or alleged abuse must be reported to Children's Services without delay.
- In the event of the allegation being made directly or indirectly about the Headteacher / DSP the staff member should promptly report the allegation to the Chair of Trustees
- The questioning or interviewing of pupils/staff of the alleged incident must not take place unless Children's Services give instructions to do so.

The member of staff reporting this alleged incident must strictly adhere to confidentiality and not discuss the concerns with the alleged perpetrator or any other person other than the

## **7 OTHER RELATED POLICIES -**

- Anti-bullying Policy
- Prevent Policy
- Racist Incidents
- Health and Safety
- E- Safety Policy

## **APPENDIX C – KEY NATIONAL GUIDANCE**

- This policy should be read alongside current safeguarding legislation and guidance, including: Wales Safeguarding Procedures, including Section 5 procedures for allegations/concerns about practitioners and those in positions of trust
- Welsh Government safeguarding children guidance
- Hwb Keeping Safe Online guidance

## **8 EXTENDED SCHOOLS OUT OF SCHOOL HOURS**

- If the board of Trustees/school provides extended school facilities or activities directly under the supervision of management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- Where services or activities are provided separately by another organisation, the board of Trustees will seek assurance that the group concerned has appropriate policies and Procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.

## **9 VISITORS AND VOLUNTEERS**

Volunteers wishing to work with ILM School are required to undergo Basic Child Protection Training. Volunteers are emailed a question sheet, this Child Protection policy, a leaflet explaining our Child Protection procedures and a PowerPoint presentation. They are also sent links to 2 videos to watch. The completed question sheet is marked and any additional training needs are identified. The completed sheet is filed along with the volunteer's other data. Volunteers are required to wear a badge that denotes their status.

Visitors to the school are required to wear badges that denote their visitor status. Any visitors that will work with children are also given a copy of the leaflet explaining our Child Protection procedures. This leaflet is also freely available at our entrance area.

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### **10 Allegations/concerns about practitioners – current Section 5 procedure**

Allegations or safeguarding concerns about staff, volunteers, contractors or other practitioners/persons in positions of trust must be managed in accordance with Section 5 of the current Wales Safeguarding Procedures and the relevant Cardiff Local Authority professional-concerns process. The school must not undertake its own safeguarding investigation before obtaining appropriate advice. Where the concern relates to the Head teacher, it must be reported to the Chair of Trustees. Where it relates to the Designated Safeguarding Person, it must be reported to the Head teacher.

### **11 RESPONSIBILITIES**

The Headteacher will have overall responsibility for Child Protection at the school.

This policy will be reviewed annually and be updated as required. The next review will take place in October 2026.

This policy is freely available to trustees, staff and parents.

Signature of Headteacher: Sakhawat Ali

Date: 15<sup>th</sup> September 2026

Signature of Nominated Trustee Dr Sayma Hanif Date: 15<sup>th</sup> September 2026

# Child Protection & Safeguarding Policy

## APPENDIX A

| 1. Cardiff Multi-Agency Referral Form for Children and Families                                                                             |                                                            | FORM CP1(MA)            |    |                        |                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------|----|------------------------|-----------------------------------------|
| <b>If immediate safeguarding concerns please call SWP on 999 and notify the Multi Agency Safeguarding Hub (MASH) on 029 2053 6490 Opt 3</b> |                                                            |                         |    |                        |                                         |
| Date of this referral:                                                                                                                      |                                                            |                         |    |                        |                                         |
| Is parent / carer aware of the referral?                                                                                                    | YES<br>NO                                                  |                         |    |                        |                                         |
| Have they consented to an assessment or involvement from CS                                                                                 | YES<br>NO                                                  |                         |    |                        |                                         |
| If YES, is consent:                                                                                                                         | WRITTEN<br>VERBAL                                          |                         |    |                        |                                         |
| Was consent refused?<br>If yes, please state why:                                                                                           | YES<br>NO                                                  |                         |    |                        |                                         |
| Have Early Help Services been considered:                                                                                                   | YES<br>NO                                                  |                         |    |                        |                                         |
| If Yes, Please specify which services:                                                                                                      |                                                            |                         |    |                        |                                         |
| <b>10.1.1 2. CHILD/YOUNG PERSON'S PERSONAL DETAILS</b>                                                                                      |                                                            |                         |    |                        |                                         |
| CHILD'S SURNAME:                                                                                                                            | CHILD'S FORENAMES:                                         |                         |    |                        |                                         |
| ADDRESS:                                                                                                                                    | DOB:                                                       | AGE:                    |    |                        |                                         |
|                                                                                                                                             | GENDER:                                                    |                         |    |                        |                                         |
|                                                                                                                                             | PERSONS WITH PR:                                           |                         |    |                        |                                         |
| POSTCODE:                                                                                                                                   | TEL NUMBERS (Please specify):                              |                         |    |                        |                                         |
| <b>10.1.2 3. FAMILY STRUCTURE (include siblings, non-resident parents &amp; significant others)</b>                                         |                                                            |                         |    |                        |                                         |
| Name & DOB                                                                                                                                  | Relationship to child/young person (please specify gender) | Parental responsibility |    |                        | Address & Telephone Number if different |
|                                                                                                                                             |                                                            | Yes                     | No | N/K                    |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
|                                                                                                                                             |                                                            |                         |    |                        |                                         |
| <b>4. ETHNICITY OF CHILD/YOUNG PERSON</b>                                                                                                   |                                                            |                         |    |                        |                                         |
| <i>This section must be completed</i>                                                                                                       |                                                            |                         |    |                        |                                         |
| Black Caribbean                                                                                                                             |                                                            | Indian                  |    | Pakistani              |                                         |
| Black African                                                                                                                               |                                                            | Mixed White & Asian     |    | White British          |                                         |
| Bangladeshi                                                                                                                                 |                                                            | Mixed White & Caribbean |    | White Irish            |                                         |
| Black Other                                                                                                                                 |                                                            | Mixed White & African   |    | White Other            |                                         |
| Chinese                                                                                                                                     |                                                            | Other mixed background  |    | Any other ethnic group |                                         |

## Child Protection & Safeguarding Policy

|                                                                                                                                                                                                                                      |            |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|
| <b>10.1.3 5. SPECIAL NEEDS</b>                                                                                                                                                                                                       | <b>Yes</b> | <b>No</b>    |
| Does the child/young person have special needs?                                                                                                                                                                                      |            |              |
| Does the child/young person have communication difficulties?                                                                                                                                                                         |            |              |
| Is an interpreter/signer required?                                                                                                                                                                                                   |            |              |
| Preferred Language:                                                                                                                                                                                                                  | Religion:  | Nationality: |
| <b>10.1.4 6. INFORMATION ON STATUTORY STATUS</b>                                                                                                                                                                                     | <b>Yes</b> | <b>No</b>    |
| Have any of the children in the family been on a disability register?                                                                                                                                                                |            |              |
| Have any of the children in the family been on the Child Protection Register?                                                                                                                                                        |            |              |
| Have any of the children in the family been Looked After?                                                                                                                                                                            |            |              |
| <b>7. REASON FOR THE REFERRAL OR REQUEST FOR SERVICES</b>                                                                                                                                                                            |            |              |
| <b>Harm Statement</b> ( <i>describe what has happened, including date/s of incident/s, the most recent incident as well as past incidents – what happened to the child and what did the parents do/not do that caused the harm</i> ) |            |              |
| <b>What are you worried about?</b> ( <i>state actual concerns, and impact on child / ren</i> )                                                                                                                                       |            |              |
| <b>What is working well?</b>                                                                                                                                                                                                         |            |              |
| <b>What needs to be done &amp; what has been done by yourselves as an agency / professional</b><br><i>(include details of referrals to other services i.e. Early Help)</i>                                                           |            |              |
| <b>8.YOUNG CARER INFORMATION</b>                                                                                                                                                                                                     | <b>Yes</b> | <b>No</b>    |
| Does the child/young person undertake caring responsibilities, which mean that they should be considered as a Young Carer?                                                                                                           |            |              |

## Child Protection & Safeguarding Policy

|                                                                                        |                                          |           |
|----------------------------------------------------------------------------------------|------------------------------------------|-----------|
|                                                                                        |                                          |           |
| <b>9. SAFEGUARDING INFORMATION</b>                                                     | <b>Yes</b>                               | <b>No</b> |
| Is there suspicion of forced marriage?                                                 |                                          |           |
| Is there suspicion of female genital mutilation? (If yes complete and attach FGM RA)   |                                          |           |
| Is there suspicion of sexual exploitation? ( <b>If yes complete and attach SERAF</b> ) |                                          |           |
| Is there suspicion of trafficking?                                                     |                                          |           |
| Is there suspicion of honour-codified behaviour?                                       |                                          |           |
| <b>10. KEY AGENCIES</b> (please tick if working with family)                           |                                          |           |
| GP Practice: <input type="checkbox"/>                                                  | Health Visitor: <input type="checkbox"/> |           |
| Tel Number: <input type="text"/>                                                       | Tel Number: <input type="text"/>         |           |
| Nursery: <input type="checkbox"/>                                                      | School: <input type="checkbox"/>         |           |
| Tel Number: <input type="text"/>                                                       | Tel Number: <input type="text"/>         |           |
| Education Welfare Officer: <input type="checkbox"/>                                    | School Nurse: <input type="checkbox"/>   |           |
| Tel Number: <input type="text"/>                                                       | Tel Number: <input type="text"/>         |           |
| Any other relevant professionals <input type="checkbox"/>                              | <input type="checkbox"/>                 |           |
| <input type="checkbox"/>                                                               | Tel: <input type="text"/>                |           |
| <input type="checkbox"/>                                                               | <input type="checkbox"/>                 |           |
| Tel: <input type="text"/>                                                              | Tel: <input type="text"/>                |           |
| <input type="checkbox"/>                                                               | <input type="checkbox"/>                 |           |
| Tel: <input type="text"/>                                                              | Tel: <input type="text"/>                |           |
| <b>11. DETAILS OF REFERRER</b>                                                         |                                          |           |
| Name: (Please print)                                                                   | Designation:                             |           |
| Agency:                                                                                |                                          |           |
| Address:                                                                               |                                          |           |
| Contact telephone number:                                                              |                                          |           |
| Email Address:                                                                         |                                          |           |
| Submission Date:                                                                       |                                          |           |
| <b>Please send completed form via a secure email to CSMASH@cardiff.gov.uk</b>          |                                          |           |

## Child Protection & Safeguarding Policy

### APPENDIX B

### RECORD OF CONCERN

|                                                                                  |                 |                  |            |
|----------------------------------------------------------------------------------|-----------------|------------------|------------|
| Child's Name :                                                                   |                 |                  |            |
| Child's DOB :                                                                    |                 |                  |            |
| Male/Female :                                                                    | Ethnic Origin : | Disability Y/N : | Religion : |
| Date and Time of Concern :                                                       |                 |                  |            |
| Your Account of the Concern :<br>(what was said, observed, reported and by whom) |                 |                  |            |
| Additional Information :<br>(context of concern/disclosure)                      |                 |                  |            |
| Your Response :<br>(what did you do/say following the concern)                   |                 |                  |            |
| Your Name :                                                                      |                 |                  |            |
| Your Signature :                                                                 |                 |                  |            |
| Your Position in School :                                                        |                 |                  |            |
| Date and Time of this Recording :                                                |                 |                  |            |
| Action and Response of DSP / HT                                                  |                 |                  |            |
| Name: .....Date:.....                                                            |                 |                  |            |

## Child Protection & Safeguarding Policy

### APPENDIX C

#### CHILD PROTECTION RECORD LOG

Child's Name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

| Date: | Nature of Contact: | Contact Record: | Action Taken: | Signed |
|-------|--------------------|-----------------|---------------|--------|
|       |                    |                 |               |        |
|       |                    |                 |               |        |
|       |                    |                 |               |        |
|       |                    |                 |               |        |
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|       |                    |                 |               |        |
|       |                    |                 |               |        |

## **Child Protection & Safeguarding Policy**

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### APPENDIX D

