



Hollyfield Primary School

Child Protection

April 2015

Version

Date

signed on behalf of Governors

**HOLLYFIELD PRIMARY SCHOOL
CHILD PROTECTION POLICY**

Ratified by the Governing Body **13th May 2015**

To be reviewed (annually) April 2016

Hollyfield Primary School is committed to safeguarding and promoting the welfare of all its pupils. We believe that all staff and visitors have an important role to play in child protection.

We believe:

- All children have the right to be protected from harm.
- Children need to be safe and to feel safe in school.
- Schools can contribute to the prevention of abuse.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Hollyfield Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- **Working Together to Safeguard Children (DfE 2013)**
- **Safeguarding Children & Safer Recruitment in Education (DfES 2006)**
- **The Procedures of Birmingham Safeguarding Children Board**
- **The Children Act 1989**
- **The Education Act 2002 s175 / s157**
- **Dealing with Allegations of Abuse (DfE 2012)**

1. OVERALL AIMS

- 1.1 This policy will contribute to the prevention of abuse by:
- Clarifying standards of behaviour for staff and pupils;
 - Introducing appropriate work within the curriculum;
 - Developing staff awareness of the causes of abuse;
 - Encouraging pupils and parental participation in practice; and
 - Addressing concerns at the earliest possible stage
- 1.2 This policy will contribute to the protection of our pupils by:
- Including appropriate work within the curriculum;
 - Implementing child protection policies and procedures; and
 - Working in partnership with pupils, parents and agencies.
- 1.3 This policy will contribute to supporting our pupils by:
- Identifying individual needs where possible; and
 - Designing plans to meet needs.

2. KEY PRINCIPLES

2.1 These are the key principles of child protection work, as stated by Birmingham Safeguarding Children Board:

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

3. KEY PROCESSES

3.1 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board on -

- [Right Services Right Time](#), and
- [What Constitutes a Good Referral?](#)

4. EXPECTATIONS

4.1 All staff and visitors will:

- Be familiar with this child protection policy;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions of abuse and examples of harm);
- Record concerns and give the record to the Designated Senior Person: Christine Perkins (Acting Deputy Head Teacher)
- Deputy DSP: Catherine Lewis (Head Teacher)
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Senior Person immediately, and provide a written account as soon as possible;
- Be involved in the implementation of individual education programmes and interagency child protection plans, child in need plans and integrated support plans; and
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.

5. THE DESIGNATED SENIOR PERSON

5.1 Our Designated Senior Person on the senior leadership team with lead responsibility and management oversight and accountability for child protection is : Christine Perkins (Acting Deputy Head Teacher) Along with the Head Teacher she will be responsible for coordinating all child protection activity.

5.2 The Designated Senior Person for child protection will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

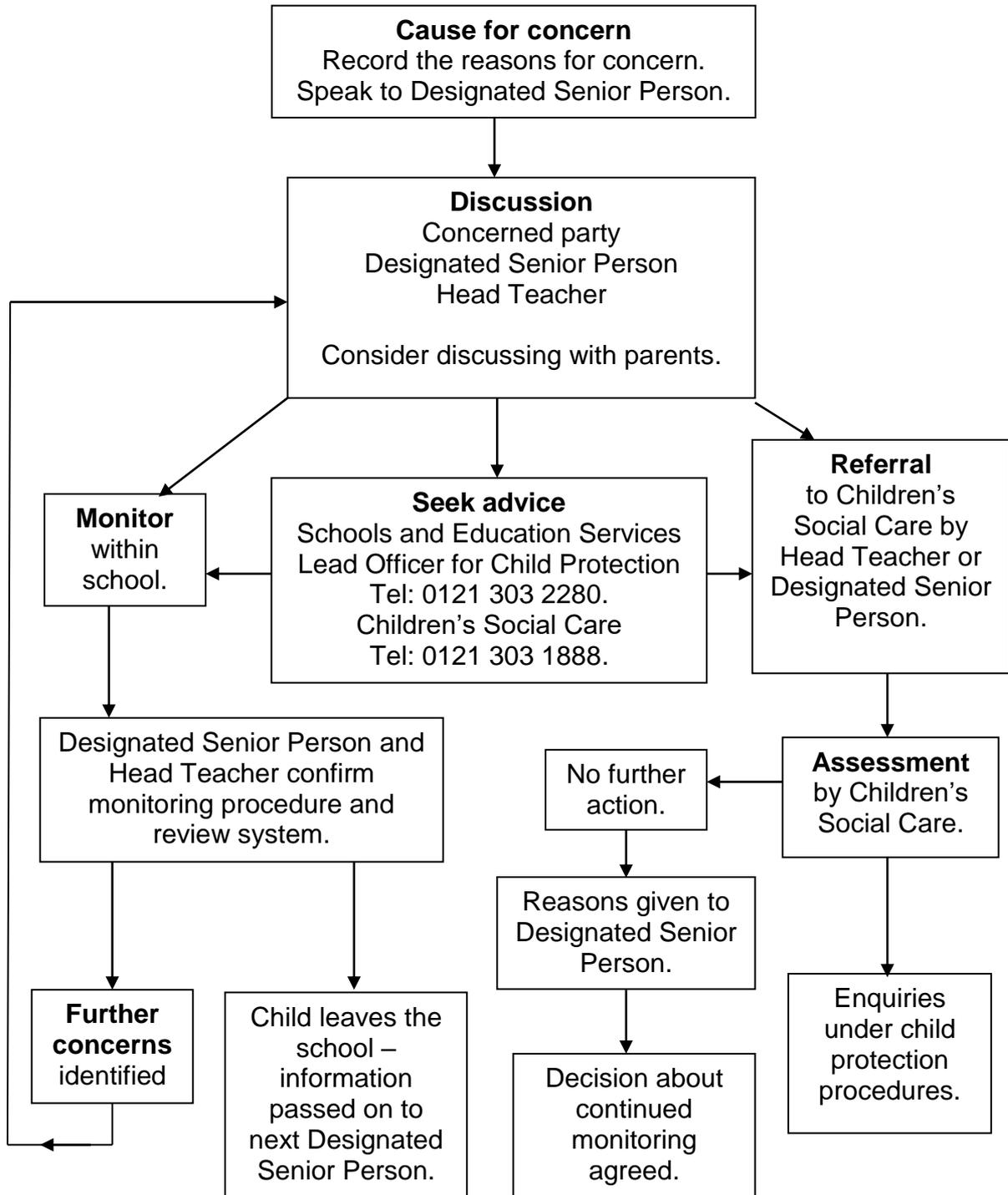
- 5.3 Where the school has concerns about a child, the Designated Senior Person will decide what steps should be taken and should advise the Head Teacher.
- 5.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Senior Person feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 5.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- 5.6 Access to these records by staff other than by the Designated Senior Person will be restricted, and a written record will be kept of who has had access to them and when.
- 5.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 5.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 5.9 If a pupil moves from our school, child protection records will be forwarded on to the Designated Senior Person at the new school, with due regard to their confidential nature. Transferring schools will forward child protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Schools are permitted to keep a copy of the chronology sheet for their own records. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 5.10 If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 5.11 If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

- 5.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 5.13 When a Designated Senior Person resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 5.14 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files.

6. THE GOVERNING BODY

- 6.1 The Nominated Governor for child protection at the school is: Gill Shilton - The Nominated Governor is responsible for liaising with the Head Teacher / Principal and Designated Senior Person over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- 6.2 The nominated governor will liaise with the Head Teacher and the Designated Senior Person to produce an annual report for governors and the local authority (s175/s157).
- 6.3 The governing body will ensure that the school:
- Has a child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board;
 - Operates, "safer recruitment" procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
 - Has at least one senior member of the school's leadership team acting as a Designated Senior Person for Child Protection;
 - Ensures that the Designated Senior Person attends appropriate refresher training every two years;
 - Ensures that the Head Teacher and all other staff who work with children undertake training at three yearly intervals.
 - Ensures that temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
 - Remedies any deficiencies or weaknesses brought to its attention without delay;
 - Has procedures for dealing with allegations of abuse against staff/volunteers;
- 6.4 The governing body reviews its policies/procedures annually
- 6.5 A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

RESPONDING TO CONCERNS ABOUT A CHILD



WORKING WITH OTHER AGENCIES TO PROTECT CHILDREN

7. INVOLVING PARENTS / CARERS

- 7.1 In general, we will discuss concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Senior Person. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 7.2 Parents / carers will be informed about our child protection policy through: school prospectus, website, newsletter etc.

8. MULTI-AGENCY WORK

- 8.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. Referrals should be made by the Designated Senior Person to the Information, Advice Support Service (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 8.2 We will co-operate with any child protection enquiries conducted by Children's Social Care: the school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, core group meetings and integrated support plan meetings.
- 8.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 8.4 Where a child in school is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

9. OUR ROLE IN THE PREVENTION OF ABUSE

- 9.1 We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The Curriculum

- 9.2 Relevant issues will be addressed through the PSHE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

- 9.3 Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

Other areas of work

- 9.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- 9.5 Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

10. OUR ROLE IN SUPPORTING CHILDREN

- 10.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 10.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- 10.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 10.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

11. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

- 11.1 The school pays full regard to 'Safeguarding Children and Safer Recruitment in Education' (DfES 2007). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- 11.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 11.3 Catherine Lewis; Ann Adair; Christine Perkins; Gill Shilton ; have undertaken CWDC/NCSL Safer Recruitment training. (One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel).

Staff support

- 11.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support as appropriate.

12. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures [Section 16](#): Child Protection in Education Establishments Catering for Children and Young People Aged 19 or Under.

- 12.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

- 12.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

- 12.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher / Principal unless the concern relates to Head Teacher / Principal. If the concern relates to the Head Teacher / Principal, it must be reported immediately to the Assistant Director Safeguarding and Development in Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required.

13. CHILDREN WITH ADDITIONAL NEEDS

- 13.1 Hollyfield Primary School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

- 13.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

14. CHILDREN IN SPECIFIC CIRCUMSTANCES

14.1 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below

[Section 11](#): Children and Families Moving Into and Out of Birmingham

[Section 12](#): Missing Children for whom there are Child Protection Concerns

[Section 13](#): Safeguarding Children and Young People from Sexual Exploitation

[Section 14](#): Fabricated and Induced Illness

[Section 15](#): Complex (Organised or Multiple) Abuse

[Section 17](#): Female Genital Mutilation

[Section 18](#): Children and Young People who Abuse Other Children

[Section 19](#): Children Left at Home Alone

[Section 20](#): Working with Parents who have Mental Health Problems

[Section 21](#): Forced Marriage

[Section 23](#): Domestic Violence and Abuse

[Section 24](#): Neglect

[Section 25](#): Substance Misuse by Parents

[Section 26](#): Families Who Resist Change

[Section 27](#): Working with Parents who have a Learning Disability

[Section 28](#): Concerns about Children and Young People Involved in Underage Sexual Activity

[Section 29](#): E-Safety

[Section 30](#): Safeguarding Children with Disabilities

[Section 33](#): Professional Disagreements

[Section 34](#): Safeguarding Children who may have been Trafficked

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); 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 following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;

- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;

- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Head Teacher / Principal or the Designated Senior Person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Senior Person or Head Teacher / Principal.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. The Head Teacher / Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher / Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher / Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher / Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
 - If it is not clear whether the actions of the member of staff raise child protection concerns, the Head Teacher / Principal must immediately seek advice from the Child Protection Manager for Schools and Education Services.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.

- If the Head Teacher / Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher / Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures see the procedures of Birmingham Safeguarding Children Board, [Section 16](#).