



Child Protection

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Verified by	Safeguarding Committee
Approved by	Safeguarding Committee
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1.0 Rationale

1.1 All children are entitled to protection from abuse and neglect. Abuse is defined as physical abuse, sexual abuse, emotional abuse or neglect. This policy has been written to inform members of staff at Ashchurch Primary School about the action needed should abuse be suspected. It also emphasises our commitment to keeping children safe by ensuring safer recruitment procedures are followed.

2.0 Aims

2.1 At Ashchurch Primary School we will:

- Provide a safe environment in which children can learn and develop; and equip them with the skills to keep safe.
- Ensure we practice safe recruitment by checking the suitability of staff and volunteers to work with children;
- Raise awareness of child protection issues and ensure that all members of staff are alert to the indicators of abuse;
- Implement procedures for identifying and reporting cases, or suspected cases of abuse by referring to the Children's Helpdesk
- Support pupils who have been abused in accordance with his/her agreed Child Protection Plan.;
- Ensure that children in our care are given the opportunities to develop in line with our school aims.

2.2 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2.3 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
 - The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
 - The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
 - Liaison with other agencies that support the pupil such as social care, Child and
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Adult Mental Health Service, education welfare service and educational psychology Service;

- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

3.0 Guidelines

3.1 At Ashchurch Primary School we endorse the view that in any intervention, emphasis should be placed first and foremost on the interest of the child. In the event of any concern being expressed by the school, parents will be contacted and kept informed. However, this will not be the case if serious sexual or physical abuse is suspected.

3.2 Most healthy children will collect bruises or other injuries from time to time. Accidental bruising will occur on the skin where it is covering bony prominences (e.g. shin, forehead, elbow, and hipbone).

3.3 A small number of children suffer from rare conditions, like haemophilia, brittlebone disease, which makes them more susceptible to bruising and fractures.

3.4 The school will ensure that it practises Safer Recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.

3.5 The school will follow the guidance from the Gloucestershire Safeguarding Children Board. The GSCB Safeguarding Children Handbook can be found online www.gscb.org.uk/handbook. A hard copy is available in school. The school has registered for updates from this website and will ensure all staff are made aware of any major changes to legislation or practice.

3.6 The school will distribute the Guidance for safer working practice for adults who work with children and young people to all staff and volunteers as part of their induction upon joining the school. All updates will be distributed as they arise.

By following this guidance, the school will:

- Ensure we have a Designated Safeguarding Lead (DSL) – a member of the Senior Leadership Team who has received appropriate training and support for this role.
 - Ensure we have a nominated governor responsible for child protection who has received appropriate training.
 - Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL and their role.
 - Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
 - Ensure that parents have an understanding of the responsibility placed on the school
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and staff for child protection by setting out its obligations on the school website and other published documents.

- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- On the rare occasions that the school may be asked to be involved in MAPPA and MARAC the Head teacher will attend any required meetings

Definitions

There are four types of child abuse. They are defined in the UK Government guidance *Working Together to Safeguard Children 2010* (1.33 – 1.36) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Bullying is not defined as a form of abuse in *Working Together* but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this factsheet.

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.

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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 acts of sexual abuse, as can other children.

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 care-givers); or
- . ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other categories of abuse that are recognised in our school include:

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Domestic abuse

Domestic Abuse Referral Process

The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi agency response to referrals of domestic abuse



where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are **not already open** to Social Care. If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category. The Multi-agency response team consists of representatives from the Police, CYPD, Health and CARP (Domestic Abuse Helpline for victims). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions. For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator
faye.kamara@gloucestershire.pnn.police.uk on 01242 247933

E safety

E-safety is more than ICT alone, it includes all electronic equipment used in the setting, including personal electronic equipment. The setting has a responsibility:

To integrate into any development plans a curriculum that promotes pupils' self esteem and teaches them how to protect themselves and to respect difference and diversity.

To organise the educational environment and accommodation to reduce unsupervised areas where pupils may be exposed to abuse and to ensure that there are sufficient quiet areas where pupils may talk privately with adults.

To provide support for pupils and staff involved in Safeguarding (Child Protection) investigations.

To address problems of bullying, racist, sexist, disablist and homophobic or any other abusive or inappropriate behaviour as soon as they are notified and to incorporate policy in this area into Safeguarding (Child Protection) and behaviour policies.

To ensure that Special Care must be taken to ensure that policies and those who implement them apply the same thresholds to children with a disability and ensure that concerns are followed up. Children with Disabilities are statistically more likely to be abused yet underrepresented in Child Protection figures.

Honour Based Violence (HBV) , Forced Marriage (FM), Female Genital Mutilation (FGM).
Procedure where Honour Based Violence, Forced Marriage, Female Genital Mutilation is suspected/alleged.

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking



their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-gowrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forcedmarriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-gowrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

If you have any queries or questions in relation to this procedure please contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.

The Honour Based Violence Sub group are currently in the early stages of drafting a monitoring/reporting form. This has been developed in an attempt to scope the prevalence of Honour based Violence, Forced Marriage and Female Genital Mutilation. The form is purely to monitor the cases in Gloucestershire; past, and current risk. Once this has been finalised it will be added to the appendix.

Signs of abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.



4.0 Indicators of Physical Abuse

4.1 Where any member of staff discovers a child who seems to require immediate treatment, they should inform the DSL (name at the front of this policy) who must ensure that the child is sent to the local Accident and Emergency Unit without delay if appropriate. If child abuse is suspected, the DSL will convey the suspicion to the Accident and Emergency staff and will follow the referral procedures to ensure social care are made aware.

4.2 Where any member of staff discovers a child who has unexplained or inconsistent injuries or who shows signs of neglect, but in their opinion does not require immediate treatment, should inform the DSL (name at the front of this policy) who will contact the Social Services Duty Officer without delay.

Particular attention should be paid if:

Bruises are:

- Frequent
- Patterned (e.g. finger and thumb marks)
- Old and new (note colour)
- In unusual position (see chart on page 3)

Burns and Scalds have:

- Clear outline
- No/few splash marks
- Unusual position
- Indicative shapes (e.g. cigarette, electric fire)

Injuries maybe suspicious if:

- Bite marks
- Large and deep scratches
- Incisions

Fractures if:

- Numerous
- Unreported
- Healed at different times

Other indicators of Abuse:

- Delay in seeking medical attention
- No explanations or inadequate exploration of injuries
- Child/parent/witness reports abuse
- Changing explanation of injuries
- Recurrent injuries - particularly if forming a pattern (e.g. always on Mondays)
- Inadequate parental concern
- Multiple injuries that occurred at different dates
- Child's behaviour may be lethargic, withdrawn, wary of adults
- Child may be failing to thrive for no apparent reason.

Parents should not be informed of signs of serious physical abuse if it is thought that they might be the perpetrator of such abuse without advice from Social Care.



5.0 Indicators of Child Sexual Abuse (CSA)

5.1 In the event of sexual abuse being suspected, parents will not be informed before advice has been sought from Social Care.

5.2 The list of possible indicators of CSA below needs to be treated with care and respect. There is a danger of approaching CSA allegations with tunnel vision and presuming that because one or more 'symptoms' are displayed, the child is therefore 'diagnosed' as having been sexually assaulted. Alternative explanations for any of these indicators need to be explored before the assumption is made that the child is or has been sexually assaulted.

5.3 The indicators can be grouped in terms of those, which suggest:

- A high likelihood of abuse, either currently or in the past and which therefore warrant immediate investigation;
- Those which give rise to concern and indicate the need for investigation in order to find a satisfactory explanation;
- Those that indicate a child is troubled. These indicators may be displayed as a result of many difficulties, one of which is sexual abuse.

5.4 It is therefore important that these indicators be weighed in terms of significance and in the context of the child's life, before any assumption is made that the child is or has been sexually assaulted. Some indicators take on greater or lesser weight depending on the child's age. However, a child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to and to have their allegations treated seriously. Although there can be occasions when the children invent allegations, as a result of adult pressures or for a variety of other reasons, research suggests that such fabricated allegations are rare and that children are more likely to claim they are not being assaulted when in fact they are.

5.5 Indicators suggesting that there is a high likelihood of abuse:

- Child's own verbal allegation that an assault has occurred;
- Physical symptoms for which the only explanation is sexual activity, including genital tearing, sexually transmitted diseases and pregnancy in younger children e.g. under 14;
- Sexual abuse of younger children;
- Suicide attempts (younger children);
- Compulsive masturbation in an inappropriate setting (younger children);
- Vivid details of sexual activity in talk/play/drawings, showing awareness of penetration, ejaculation, oral or anal sex (younger children).

5.6 Indicators suggesting cause for concern and a need to investigate:

- Suicide attempts (in older children);
 - Drug and alcohol abuse;
 - Persistent running away;
 - Sexualised stories/poems;
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- Self mutilation;
- Chronic urinary/vaginal infections or soreness.

5.7 Indicators suggesting that a child is troubled:

- Eating disorders
- School/peer/authority problems
- Hysterical/obsessional symptoms (older children)
- Chronic bed-wetting
- Abdominal pains (younger children)
- Developmental regression.

6.0 Indicators of Emotional Abuse

6.1 The most common form of abuse but the most difficult to define and prove. Emotional abuse is likely to adversely affect the emotional and behavioural development of a child.

6.2 Indicators suggesting emotional abuse:

- Behaviour of child causing concern
- Failure to thrive
- Relationships with peers/teachers/parents
- Emotional instability
- Constant use of bad language

7.0 Indicators of Neglect

7.1 Neglect covers the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development.

7.2 Indicators suggesting neglect:

- Underdeveloped in relation to peers
- Cleanliness and state of clothes
- Inappropriate food or amount of food provided
- Reports of neglect from witness
 - Lack of personal hygiene.

8.0 Procedures for dealing with cases of abuse

8.1 All staff at Ashchurch Primary School will be alert to indicators of abuse.

8.2 Where staff see signs which cause them concern they should seek information from the child with tact and sympathy. It is important that staff are aware that the way in which they talk to a child can have an effect on the evidence which is put forward and therefore, should not ask the child leading questions. For example, staff should say 'tell me what has happened' rather than 'did they do xx to you?' The chief task is to listen to the child and make notes of the discussion to pass to the DSL.

The note will record the time, date, place and people who were present as well as what



was said.

8.3 All staff have a professional responsibility to share relevant information with the DSL. If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that s/he has a responsibility to tell the DSL but that the matter will be disclosed only to people who need to know. Following discussion appropriate action will be taken e.g. making a referral to Social Care.

8.4 In all cases where concern is being expressed by staff, parents will be contacted and kept informed. However, in the event of suspected sexual or physical abuse the parents will not be informed prior to discussing the case with Social Care.

8.5 The school will maintain all child protection records in the Headteacher's office. The records will be kept securely locked.

8.6 The records will include dates, events and the action taken in cases of suspected child abuse or when the child is provided with a Child Protection Plan, including minutes from Core Group meetings which the school will attend..

8.7 If, and when, a child is provided with a Child Protection Plan, the appropriate staff will be informed of the relevant details to ensure they are alert to the situation.

9.0 Physical Contact with Pupils

9.1 It is unnecessary and unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important for staff to be sensitive to a child's reaction to physical contact and to act appropriately.

10.0 Use of Force to Restrain Pupils

10.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline in the School.

10.2 The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

10.3 Staff other than teachers and volunteer helpers may also use reasonable force following the above guidelines – but only with the authorisation of the Headteacher. If any staff are being placed in situations where a pupil's behaviour may result in the use of force then suitable training will be made available.



10.4 Records will be kept of any incidents where force is used and parents will normally be informed at the earliest opportunity. Records will include:

- The name(s) of the pupil(s) involved.
- When and where the incident took place.
- Why the use of force was deemed necessary.
- Details of the incident, including all steps taken to defuse the situation and resolve it without force and the nature of the force used.
- The pupil's response.
- The outcome of the incident.
- A description of any injuries suffered by the pupil or others and/ or any property damaged during the incident.

Staff will be provided with and must read, the Government's Guidance for Safer Working Practice for Adults who work with Children and Young People.

11.0 Allegations against Staff

11.1 Children can be subject to abuse by those who work with them in any and every setting. All allegations of abuse and maltreatment of children by a professional must be taken seriously and treated in accordance with consistent procedures in place for dealing with allegations against people who work with children. (*Working Together 2006 Chapter 6 page 152*)

11.2 The Government's Allegations Management Procedure will be used in all cases of allegations made against members of staff. (*Working Together 2006 Appendix 5*) Allegations will be reported to the most senior person in school who is not implicated in the allegation or a witness to it. In the event that an Allegation is made against the Head Teacher, the Chair of Governors will be advised and will be asked to follow the procedure on behalf of the school.

11.3 Advice will be sought immediately from the Local Authority's Designated Officer (LADO) for Allegations Management (01452 426994) and an initial discussion will be held. The school will not undertake any investigation without advice from the LADO.

11.4 If the LADO advice is that the allegation should be dealt with by the school, an investigation will be carried out and those involved will be informed of the outcome of this investigation.

11.5 If the LADO advice is that a multi agency strategy meeting is required, the school will be part of any multi agency discussions and will engage fully with other agencies to ensure a fair and timely outcome both for the child and the member of staff involved.

12.0 Resources

12.1 All staff will undertake mandatory Child Protection training every 3 years. The DSL will undertake multi agency training every 2 years in line with Safeguarding Children and Safer Recruitment in Education. Opportunities for staff to attend other Child Protection



Courses will be identified in line with the School Improvement Plan and staff development priorities.

Child Protection Processes

Consultation with supervisor

Professional discusses concerns with supervisor or DSL to decide next steps.

Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation).

Childrens Helpdesk

Professional seeks advice or makes a referral through the Childrens Helpdesk: - **01452 426565**

Seeking advice from Children's Social Care

Professional can discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns will be discussed.

Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.

Making a referral to Children's Social Care

Basic information is given to the Children's Helpdesk. You will be asked to complete a Multi Agency Referral Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made. The designated person should briefly and accurately record the concern and the child's comments in writing and then follow the process below (from GSCB Procedures)

http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm



Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then that professional should:-

Consultation with supervisor

Share their concerns with their supervisor/line manager/designated teacher or named professional to help clarify the nature of their concerns.

Completion of written record

Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held.

Contact social workers for advice

In those cases where you have a concern but are unsure about how to proceed contact the **Children's Help Desk Tel: 01452 426 565** and ask to speak to a social work practitioner.

Contact the children's helpdesk

In those cases where you are clear a social work assessment is required make a referral to the:

Children's Help Desk Tel: 01452 426 565 within 24 hours (immediately if the concerns are about physical injury or sexual abuse). The CYPD social care section will then take responsibility for managing any subsequent enquiries. The referrer should confirm the details of the concern to CYPD, in writing, within 48 hours.

Resolving professional Difference (escalation policy)

Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **Safeguarding Children Service on 01452 58 3629**. For out of hours social work advice please contact the **Emergency Duty Team on 01452 614 194**.
