

Emersons Green Primary School



Child Protection Policy

Draft to Governors – June 2018	Draft to staff- May 2018
Ratified: by Full Governing Body July 2018	Next Review: July 2019 (to be reviewed annually)

Rationale

The welfare of the child is paramount.

Emersons Green Primary School recognises its responsibility to care for children and take appropriate action in case of suspected or reported child abuse.

Purposes

- To recognise that all staff have accountability in regard to Child Protection Procedures.
- To keep all staff informed about child protection procedures and issues.
- To provide a clear model for management in case of suspected or disclosed child abuse.
- To provide a model for open and effective communication between children and staff, parents, agencies and other adults working with children.
- To help children acquire skills and attitudes to both resist abuse in their own lives and to prepare them for responsibilities including parenthood in their own lives.
- To encourage children to make reasoned and informed choices, judgements and decisions.

Introduction

At Emersons Green Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including, the Children Act (1989 and 2004), Keeping Children Safe in Education: Statutory guidance for schools and colleges (2018), the Prevent Duty (2016), the four guiding principles of the UN Convention on the Rights of the Child (UNCRC) and Working Together to Safeguard Children (2015).

Other school policies and procedures which should be read alongside this policy include: Health and Safety, Equality, Anti-Bullying, Behaviour, Code of Conduct, Allegations against Staff, Educational Visits, Medical Needs, Whistle-Blowing, E-Safety, Complaints, Grievance and Confidentiality.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children

and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website: www.emersonsgreenprimary.co.uk

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL in their absence.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that “it could happen here where safeguarding is concerned” (Keeping Children Safe in Education, 2018).

The four main elements to this policy are:

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families;
- **Staff recruitment, management and support systems** which protect children and young people.

Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors to their responsibilities in identifying and reporting possible cases of abuse;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils;
- To use a clear system of monitoring children and young people who are known to be or considered as likely to be at risk of harm;
- To ensure that there is good communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police;
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check and Disqualification by Association, as set out in Keeping Children Safe in Education (2018); and

- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.

Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through PSHE, assemblies and bespoke programmes;
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Designated Safeguarding Lead (DSL)

The school has a designated senior staff member responsible for co-ordinated action in cases of child protection both within and outside of the school.

The Designated Safeguarding Lead (DSL) is:

Mr Karl Hemmings (Headteacher)

All staff and visitors to be aware of this person's name and report concerns to him. In the absence of the Headteacher, the most senior member of staff assumes this role.

The Deputy Safeguarding Lead is:

Mr Adam Rider (Deputy Headteacher)

There is a governor who oversees and monitors Safeguarding in the school. The Safeguarding Governor carries out an audit of school Safeguarding each year and checks the Single Central Record (SCR) which records DBS and other clearance information for staff and visitors who work directly with children

The Safeguarding Governor is:

Mrs Fern Jameson

The Designated Safeguarding Lead (DSL) will be trained to an advanced level by attending Advanced Inter-agency training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team.

We have at least one deputy DSL who will meet the same training requirements as the DSL outlined above;

Responsibility for Safeguarding

Every member of staff and every governor needs to know and understand:

- the name of the DSL, Deputy DSL and Designated Governor and their roles around safeguarding and child protection;
- that they have an individual statutory responsibility for referring child protection concerns to the DSL as soon as can reasonably be considered possible; and
- their responsibilities as outlined in Keeping Children Safe in Education, 2018.

All members of staff receive whole setting refresher training at least every 3 years, which covers:

- their personal responsibilities in relation to child protection;
- school child protection procedures;
- identifying signs of abuse/suspected abuse;
- how to support a child, young person or adult who discloses abuse;
- current national and local issues in safeguarding and child protection;
- whistleblowing and the role of the Local Authority Designated Officer (LADO); and
- relevant legislation related to child protection

All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with Information Sharing Advice for 2018;

All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;

All staff are aware that they should never promise a child or young person that they can keep secrets for them;

All staff are aware that they need to obtain support and help for the children and young people should it be necessary;

All members of staff recognise that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children and young people with profound and multiple disabilities, physical disability, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse;

Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this.

Policies and guidelines are made available to all staff each year when they are updated. Staff are responsible for ensuring they read these policies and are aware of how they outline their responsibilities. Each year, staff are given a copy of 'Keeping Children Safe in Education (2018)'. At the beginning of each year, all staff are required to sign to say they have read this. They will also sign an Acceptable Use Policy for ICT and Staff Code of Conduct.

Information and Communication

The school will ensure there is a clear system of communication for channelling concerns and that there are no barriers to this communication.

All staff will know the whereabouts and relevance of the South Gloucestershire Guidelines which are updated periodically. Information on this is displayed in shared school areas (staffroom, office etc). This information is given out at staff training. All staff have been informed of the role of the Local Authority Designated Officer (LADO) in regard to managing complaints against staff or escalating child protection concerns.

Recording Child Protection Concerns

The school will ensure there is a clear system for monitoring, record keeping and sharing information regarding "at risk" children. Pro-formas for recording information can be found on the school IT network (J Drive – Child Protection and Safeguarding), in the staffroom, or from the Headteacher.

The school will ensure that child protection records are kept separately and securely but that all staff most directly concerned with that child may have access to these records as required. This confidential information is kept with the Headteacher - in his absence the most senior member of staff has access.

The school will ensure that adequate mechanisms exist for: -

- The ongoing support of children after disclosure and
- The ongoing support of staff involved in handling child protection.

The Head Teacher will ensure support in preparation of reports for child protection case conferences and core group meetings.

The school recognises the importance of a corporate responsibility in child protection case-management through appropriate teaching staff attendance at child protection case conferences and core group meetings.

Reporting and Managing Child Protection Concerns

It is important that all communication is given in writing to the DSL as soon as possible as an official record.

The DSL is responsible for:

- Ensuring that he/she works closely with the deputy DSL so that they can act effectively in the absence of the DSL;
- Adhering to South Gloucestershire Safeguarding Children's Board (SGSCB) procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- Ensuring that in the case of a referral to ART, the parents/carers are informed immediately unless doing so would put the child or young person at risk of further harm;
- Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
- Storing such records confidentially in a secure locked cabinet in the Head teacher's office;
- Checking the attendance of children and young people subject to a child protection plan, notifying the local social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child or young person's new school following a transfer; and

- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25.

Restraint

All staff, both teaching and non-teaching, are aware of the guidelines for the use of physical restraint in schools. A member of senior staff will have received 'Team teach' or other appropriate positive handling training. Any incidents of restraint by staff will be recorded in the Bound and Numbered Book (kept in the CP file cabinet) and investigated fully by the DSL.

Online Safety

Our IT systems are managed by an external provider who will provide reports to the school on concerns over unsafe use of technology e.g. internet searches. Security is provided through the use of filtering systems and adult oversight of the use of all ICT. All staff have had training in E-Safety issues. Children are taught about the safe use of technology through an E-Safety curriculum.

E-Safety incidents are reported to the Headteacher and recorded in a log.

See also the E-Safety (Online Safety) Policy and Acceptable Use

Site Safety

Parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.

We will only allow pupils to go home with their parents/carers or adults whom the parents/carers have nominated. Parents/carers sometimes request that older siblings collect a child. This needs to be agreed with the Headteacher and the older sibling should be considered old enough to manage the responsibility of the care of a younger child. Parents/carers must inform us if a child will be going home with a different adult. Should an adult unexpectedly arrive to pick up a child, school staff will contact the parent/carer to ensure permission is given.

We coordinate with all clubs that operate on our site to ensure that we maintain consistent child-protection and site safety systems.

The school gates are open from 8.30 until 8.50 each morning and from 3.00 until 3.30 each afternoon. Outside of these times, the gates need to be secured and the only adults on site should be school staff, those running clubs on the school site or visitors. The only exception to this is when we have sports events such as sports days or matches. On those occasions, as the site is less secure, all children taking

part will be directly supervised by the lead adult (e.g. football coach) and additional staff will provide additional supervision over the school site.

Trips and Visits

In order to ensure the safety of all children when they attend school trips, the lead member of staff will complete a Risk Assessment form, including a register for all children attending. A copy of this will be signed by the Headteacher and kept in the school office.

In line with our 'Use of Privately Owned Vehicles to Transport Pupils' policy, any adults transporting pupils in their own vehicles must have written permission from parents/carer to transport any child.

Support for pupils

We recognise that when children and young people are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

Due to the nature of our school, we have a number of pupils who are particularly vulnerable due to significant disabilities which affect their communication of need. We provide high levels of care and support for these pupils throughout the school day to ensure they are kept safe and any incidents are monitored by familiar staff. We endeavor to ensure that all pupils have a means of communicating their needs and if they have any concerns, such as:

- Visual prompts (e.g. pictures, symbols)
- Sign language (primarily Makaton)
- Electronic communication (iPads, Moby devices, communication grids etc)

Any pupils who require intimate care have a bathroom agreement drawn up with parents/carers. Two members of staff usually carry out intimate care routines.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child or young person but does not damage the pupil's sense of self-worth; and
- Providing appropriate pastoral support and care.

Staff Training

The school staff must participate in in-service training so that they have a greater understanding of their responsibilities and of the procedures for dealing with concerns. A record of training is kept, signed by all who attend. At least one senior leader has attended the Advanced Inter-agency Child Protection training.

The school will ensure that staff are aware of how to handle a disclosure of abuse where a member of staff (teaching or non-teaching) is implicated as the abuser. All staff will be informed as part of induction arrangements and updated regularly through staff meetings and in-service training. All concerns regarding a member of staff should be reported to the Headteacher. If the concern is about the Headteacher, then the Chair of Governors, Mike Beard, should be informed. Staff can also contact the Local Authority Designated Officer (LADO), Tina Wilson, on 01454868508 or tina.wilson@southglos.gov.uk.

In order to keep children safe and ensure staff can manage this, there is specific training for those members of staff who are required through their role to support vulnerable pupils, who may require manual handling or intimate care.

Safer Recruitment and Induction

There is a system of safe recruitment and a 'Safer Recruitment' checklist that is completed for each application. Each interview panel must include a Senior Leaders who has had Safer Recruitment training. All staff will need a DBS to work in the school. Volunteers will need a DBS if they are working with pupils away from staff supervision, although this is not always necessary e.g. for some school trips fully supervised by staff. All Governors will have a DBS.

Secure references for new staff will always be received and approved before appointment. All staff must have two good references that state there are no

concerns in regard to them working with children.

Staff qualifications will be checked to ensure they are legally qualified to work with children, depending on the role they are appointed to.

All staff will be made aware of child protection procedures upon appointment - they must follow the systems and refer children to the designated member of staff. All new members of staff will be introduced to school child protection procedures and provided with a copy of 'Keeping Children Safe in Education' summary document (DfE, 2018).

All visitors will be made aware of child protection expectations on arrival. There is a volunteer pack for regular helpers that contains information on child protection and confidentiality, which volunteers must sign.

Supporting Staff

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Allegations Against Staff

If an allegation is made against a member of staff, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately. The 'Flow chart for review of process of managing an allegation of abuse by a member of staff' must be followed;

Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately. If the Chair of Governors cannot be contacted, the LADO must be informed immediately (Tina Wilson, on 01454868508 or tina.wilson@southglos.gov.uk).

If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

Whistle-Blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose.

Staff Code of Conduct

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the E-Safety Policy and the Acceptable Use of ICT policy for staff, in addition to the Code of Conduct.

The Prevent Duty

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

All staff will have carried out the Home Office training in regard to raising awareness of radicalization and the Prevent strategy.

Sexual Exploitation

Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. This can include peer-on-peer abuse. Perpetrators of child sexual exploitation are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are

victims of sexual exploitation may not recognise themselves as such, but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the FGM Mandatory Reporting Procedures:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

APPENDIX A - Abuse definitions

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, though it may occur alone.

SEXUAL ABUSE

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

NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

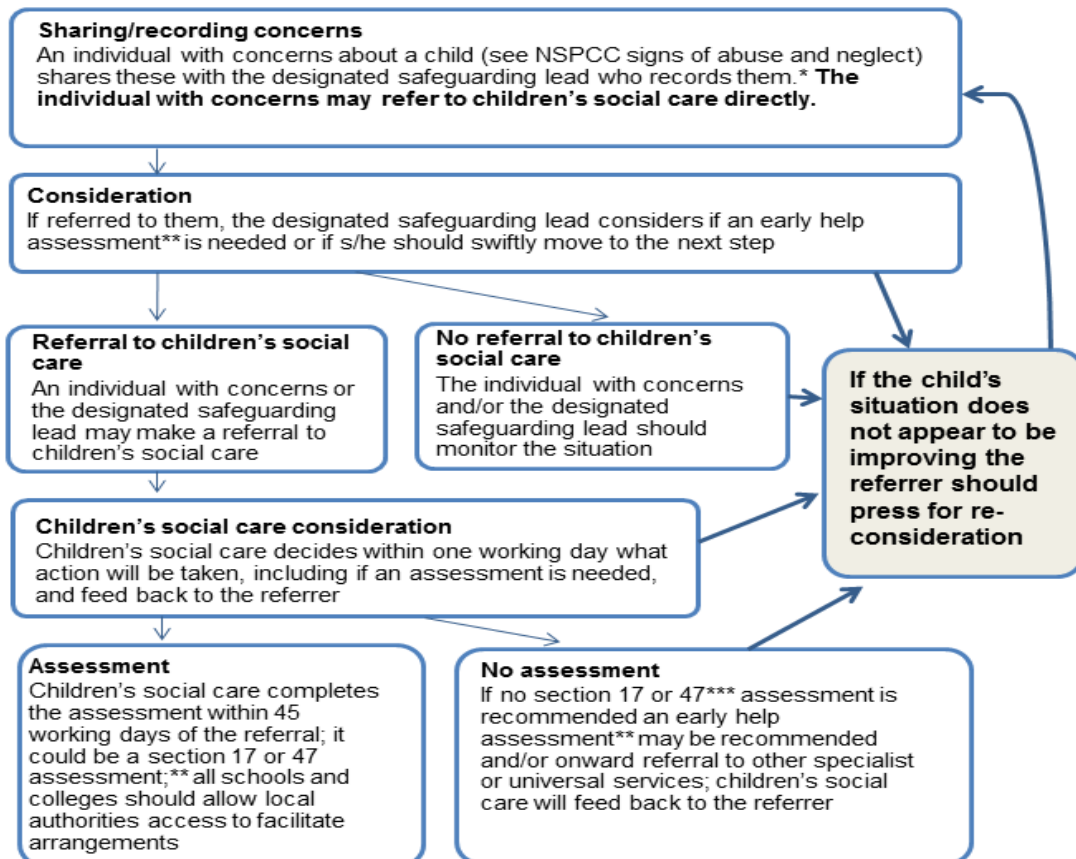
APPENDIX B

Detailed action taken by the designated officer.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.