



GREEN CRESCENT PRIMARY

Document Information			
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Signature (Green Academy)		Signature (Head)	

Safeguarding and Child Protection Policy

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe In Education, September 2016)

This policy supports Nottingham City safeguarding board Interagency Safeguarding children's policy and procedures. Please see link below for further information and guidance.

<http://nottinghamshirescb.proceduresonline.com/index.html>

Named staff with specific child protection responsibilities

- Designated Senior Person for Child Protection: Mrs Uzma Mirza, Deputy Head Teacher
- Other (second) designated person for child protection: Mrs Julekha Esscopri, FS lead/ Head of Early Years
- Other staff with child protection responsibilities:
 - All teaching staff.
 - Support staff report any concerns to the class teacher or head teacher as appropriate.

Introduction

1. Green Crescent Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

2. This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as

described in section 175 of the Education Act 2002 and the DfES guidance *Keeping Children Safe in Education* September 2016; and with

- recommendations provided by the local authority and the Local Safeguarding Children Board.

3. There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

4. This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent/teacher meetings.

5. Where the Organisation provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Organisation will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

School Commitment

6. The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

7. Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring and Prohibition Checks.

Roles and Responsibilities – General

8. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility

to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

9. There are, however, key people within the school and the local authority who have specific responsibilities. The names of those carrying these responsibilities are listed at the start of this document.

Roles and Responsibilities of the Organisation

10. In accordance with the DfES document *Keeping Children Safe in Education (September 2016)* the Organisation will ensure the following:

- The school has a child protection policy and procedures in place, and the policy is made available to parents on request.
- The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 4).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Senior Person for Child Protection").
- The Designated Senior Person for Child Protection undertakes training, in addition to basic child protection training, in inter-agency working that is provided by the local authority and has refresher training at 2 year intervals.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at regular 3 year intervals and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Any deficiencies or weaknesses brought to the attention of the Organisation are rectified.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the LA.
- Policies and procedures are reviewed annually, and information is provided to the LA on how the Organisation discharges its duties regarding safeguarding and child protection.
- There is an individual member of the Organisation who will oversee issues to do with safeguarding children and child protection within the school, liaise with the Designated Senior Person for Child Protection, and provide information and reports to the Organisation.

Roles and Responsibilities of the Headteacher

11. The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Organisation are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Senior Person for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff have read section 1 of *Keeping Children Safe in Education*, September 2016.

Roles and Responsibilities of the Designated Senior Person for Child Protection

12. The Designated Senior Person for Child Protection is the first point of contact for liaison with and the provision of information to the LA. The role of the Designated Senior Person for Child Protection includes:

Provision of information to the LA and associated matters

- be the first point of contact with the LA;
- provide information to the LA on how the Organisation discharges its duties regarding safeguarding and child protection (see section on Roles and Responsibilities of the Organisation above);
- liaise with the Organisation and the LA on any deficiencies brought to attention of the Organisation and how these should be rectified.

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies, involving in particular close liaison with local Children's Services
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies;
- liaise with Headteacher (where role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure each member of staff has access to and understands the school's child protection policy, especially new or part-time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise;
- be able to keep detailed, accurate and secure written records of referrals/concerns;
- obtain access to resources and attend any relevant or refresher training courses.

Raising Awareness

- ensure the school's child protection policy is updated and reviewed annually, and work with the Organisation regarding this;
- ensure that a copy of the child protection policy is available for parents to view on request, and that they are alerted to the policy and the fact that referrals may be made, for example by text in the school's prospectus
- where children leave the establishment, ensure their child protection file is copied and sent to the new establishment.

Records of concerns and complaints

- maintain and monitor child protection records, including monitoring and acting upon individual and patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

Records and Monitoring

13. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be passed over to other agencies.
14. Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have red markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
15. Child protection records are stored securely, with access confined to specific staff, i.e. the Designated Persons for Child Protection, Headteacher, and the Assistant Headteacher. Records are kept for all time.
16. Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
17. Transfer: When children transfer school their records are transferred. If there is child protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A record is kept of the date of such transfer of sensitive files and of the person to whom they are transferred.

Attendance at safeguarding Conferences

18. A safeguarding conference should be attended by the Designated Senior Persons or the Head Teacher. The person attending will ensure they are fully briefed on any issues or concerns and produce a written report when required. Once a child is on the Register, the designated Senior Person will ensure that the child is monitored regarding their school attendance, welfare and presentation.
19. Core Groups may meet regularly between conferences, and if held in school may include other relevant staff eg the class teacher.

SUPPORTING PUPILS AT RISK

20. Our school recognises that children who are abused or who witness violence may find difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may still be challenging and defiant.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- Support (where required) by our learning mentor.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the interests of the child to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.

Safe School, Safe Staff

21. In order to ensure a safe school and safe staff, every person who works in this school in a professional capacity:
 - has an induction meeting with the Headteacher when he emphasises the fact that members of staff should avoid being alone with a child; should never intimately examine a child and should never pick up a child or sit a child on his/her knee
 - is given direct access to the Designated Senior Person to discuss or share any concerns and be given advice
 - on appointment is subject to an enhanced clearance by the DBS and further checks may be made with a previous employers/college for them to provide references.
 - is made fully aware of the high profile of this Safeguarding Policy in our school
 - is made aware that, in order to protect a family's privacy, it may not always be necessary for the Designated Senior Person to reveal all the information about a family

Volunteers should be aware that the Head teacher will satisfy himself of the suitability of volunteers to assist in schools.

Use of School Premises by Other Organisations

22. Where services or activities are provided separately by another body, using the school premises, the Organisation will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

PROFESSIONAL CONFIDENTIALITY

23. Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret.

Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a “need to know basis”. Any information shared with a member of staff in this way must be held confidentiality to themselves.

The Headteacher or Designated Senior Person will discuss the need for confidentiality during the induction programme for staff and governors (including students and volunteer staff).

Where there is cause for concern about a child, under the safeguarding procedures, a referral is made to Social Services and Education Welfare office. A discussion with the duty social worker will precede any referral to discuss whether it is appropriate. If it does not endanger the child, we will inform the parents/carers of the referral, and this will also be discussed with the duty social worker.

Other Relevant Policies

24. The Organisation’s legal responsibility for safeguarding the welfare of children goes beyond pure child protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour
- Attendance
- Special Educational Needs
- Education Visits
- Health and Safety
- Sex Education
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities
- Use of images
- Child Sexual Exploitation

The above list is not exclusive but when undertaking development or planning of any kind the school will consider safeguarding aspects.

Recruitment and Selection of Staff

25. The school's processes conform to the DfE Guidance "*Safeguarding Children: Safer Recruitment and Selection in Education Settings*" (June 2008). If the school is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then advice will be sought from the Local Authority Designated Officer (LADO) Service. Gaps in an applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references.

Child Sexual Exploitation

26. The school has in place arrangements which reflect the importance of recognising and tackling child sexual exploitation. Policies and procedures are in place and child sexual exploitation is highlighted regularly. Staff and Volunteers are directed to the **CSE Guidance Sheet for Practitioners**. The Head and Assistant Head have completed training on Child Sexual Exploitation. Regular updates are given to staff and governors concerning issues around CSE.

All staff have been directed to the LSCB website CSE procedures. The procedure contains appendices which can also be accessed and printed off separately - as tools for practitioners. These are:

- CSE procedure flowchart 2016
- CSE Multi Agency Risk Assessment Tool
- CSE Risk Indicators Guidance Sheet for Practitioners
- NCSCB CSE Interagency Guidance Practice

All frontline practitioners working with children and young people need to be aware of this procedure and know where to find it, plus the associated materials and tools.

So-Called Honour-Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

CHILD OR YOUNG PERSON PRODUCED SEXUAL IMAGERY (SEXTING)

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as: Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, ['Searching, screening and confiscation at school'](#).

9 PEER ON PEER ABUSE

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers. Referrals are made to social care when necessary.

Further detail is within our Behaviour Policy.

Prevent

Radicalisation / Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." Prevent Duty (DfE 2015)

The Prevent Duty

Departmental advice for schools and childcare providers

- Subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism;
- Duty is known as the Prevent Duty.

What it means for schools

- Essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- Part of our wider safeguarding duties;
- Build resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
- Schools provide safe space where children and staff can understand the risks associated.

Risk Assessment

- Schools are expected to assess the risk of children being drawn into terrorism;
- Demonstrate both a general understanding of the risks affecting children in the area and specific understanding of how to identify individual children who may be at risk and what to do to support them;
- Need to be aware of the increased risk of online radicalisation – social media and the internet;
- Staff should be alert to changes in children's behaviour;
- Children may display different signs or seek to hide their views;
- MUST take action when they observe behaviour of concern;
- Should have clear procedures in place (in the safeguarding policy);

Channel Programme

- Focuses on providing support at an early stage;
- Is a mechanism for schools to make referrals;
- An individual's engagement with the programme is entirely voluntary;
- An online general awareness training module on Channel is available;
- For referrals and advice call 101, extension 800296;
- Complete the paper referral form and email to prevent@nottinghamshire.pnn.police.uk.

Partnership working

- Local Safeguarding Children Boards (LSBCs) are responsible for coordinating what is done by agencies for the purposes of safeguarding.

Staff Training

- Importance of Prevent Awareness training;
- DSL needs to undertake Prevent Awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

IT Policies

- Schools should ensure suitable filtering is in place;
- Important role to play in equipping children to stay safe online.

Resilience to radicalisation

- Safe environment;
- PSHE – used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from other threatens their personal safety and wellbeing;
- Develop effective ways of resisting pressures – when, where and how to get help;
- Encourage pupils to develop positive character traits – resilience, determination, self-esteem and confidence;
- Citizenship – equips them with the knowledge, skills and understanding to prepare them to play a full and active part in society;
- Explore political and social issues, to weigh evidence, to debate and make reasoned arguments;
- Democracy, government and how laws are made and upheld;
- Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding;
- Develop pupil's critical thinking.

Signs to look for include:

- Changing how they dressed or their appearance;
- Losing interest in friends or activities not associated with a particular ideology;
- Behaviour becoming focused on an extreme idea or cause;
- Identity crisis;
- Personal crisis;
- Personal circumstances;
- Unmet aspirations;
- Experiences of criminality;

- Special educational need;
- Being in contact with extremist recruiters;
- Accessing violent extremist websites;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis;

**Each school must have a Single Point of Contact (SPOC)
At Green Crescent primary this is Head – Mutiullah Khan**

The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation.

Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Referrals

**For referrals and advice call 101, extension 800296;
Complete the paper referral form and email to: prevent@nottinghamshire.pnn.police.uk.**

Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Statutory guidance has been published and is available here:
<https://www.gov.uk/government/publications/prevent-duty-guidance>

We aim to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. At Green Crescent Primary School we actively promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

SUPPORTING VULNERABLE PUPILS AT RISK

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The schools will endeavour to support vulnerable pupils through:

- Their ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Their behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.

- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)
- Following Nottingham City's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child.

All staff should be made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present.

The head teacher/senior teacher will discuss the content of the allegation with the local authority designated officer (LADO) before the matter is discussed with the member of staff concerned.

If an allegation made to a member of staff, concerns the behaviour of the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the local authority schools safeguarding / Allegation officer without notifying the head teacher. Contact can be made directly with the local authority officer if the chair of governors is unavailable. Please see the school's Allegations against staff and volunteers' policy.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the DCSF non -statutory guidance

“Use of reasonable force in schools July 2013.”

Such incidents should be recorded, forwarded to the Inclusion manager and ensure the Head teacher is informed

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.Bullying / Cyber bullying - (refer to school's anti-bullying policy document)

Our procedures on the prevention and management of bullying are set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under achievement for children

Our anti-bullying policy also deals with bullying through the use of Internet, applications and social media.

Racist Incidents – (refer to the school Equality policy)

Our procedure on dealing with racist incidents are set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Sexual exploitation/substance misuse

Pupils who are identified to be at risk will be referred to Children's Social Care within CSCB child protection procedures.

Pupils with Medical Needs

Our procedures for dealing with the medical needs of our pupils are set out in a separate policy and has regard to:

DfEE/ DOH Good Practice Guide 'Supporting Pupils with Medical Needs' and

DfES Circular14/96 Supporting Pupils with Medical Needs and complies with the Schools Health and Safety Policy.

There is no legal duty for school staff to administer medication to pupils and the staff who do so act in a voluntary capacity. Staff who administer medication, will be appropriately trained and be provided with all relevant information about the pupil's needs. No pupils under 16 will be given medication without his or her parent's/carer's consent.

Whistle blowing policy

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the head teacher or the chair of governors.

Photography, Video, Internet use – The policy on the subject is set out in social media policy.

Forced Marriages

Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. Such a marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

If there is a concern that a child / young person (male or female) is in danger of forced marriage, the designated Lead will contact Children's social care without informing the parent/carer.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. We therefore accept that coercion and duress may be perpetrated by partners but also by extended family members and that this constitutes Domestic Violence, in line with the Government's definition of domestic violence and is closely linked to so called "Honour Based Violence".

In cases of forced marriage we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the Designated Lead without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the

child/ren may be taken out of the country.

If there is an imminent threat of a child/young person being taken out of the country, the police and the Government's Forced Marriage Unit

<https://www.gov.uk/guidance/forced-marriage> will be contacted.

24. Self-Harming & Suicidal Behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm. Immediate referral is required.

Child Sexual Exploitation

Child Sexual Exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the child/ young person (or third person/s) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

Indicators / Types of sexual exploitation:

Gangs – CSE can occur when sex is used in exchange for safety, protection, drugs or simply belonging.

Groups – people who come together in person or online to set up, coordinate or take part in CSE

Boyfriend Model – vulnerable children and YP are groomed into a relationship and the coerced or forced into sexual acts with friends or associates of the boyfriend. **Peer on peer Exploitation** – children and YP sexually exploited by peers of a similar age and used to recruit other YP to be abused (this type of CSE takes the form of sexual bullying and can take place in schools or other social settings).

Organised/ networked sexual exploitation or trafficking

Children and YP are passed through networks, possibly between towns or further, where they are coerced or forced into sexual activity with multiple perpetrators in settings such as private parties

Indicators / Warning Signs of sexual exploitation

Absent from school or repeatedly running away

Involvement in gangs

Mixing with older age groups and involvement in crime

Inappropriate use of technology and sexual bullying

Receipt of unexplained gifts, money, mobile phone / sim card

Physical signs of sexual exploitation

Overly sexualised dress and behaviour

Sudden change in behaviour

Becoming secretive

Breakdown in relationships with family / friends

Family history of prostitution or criminality

26. Children Missing from Education

A Child Missing from Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." A child going missing from education is a potential indicator of abuse or neglect. Members of staff will follow the school's attendance policy, early help and safeguarding policy and Children Missing from Education policy, particularly when children are absent without reason on repeat occasions, to help identify the

risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is also essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Children Missing from Education policy provides information on what to consider when a school is informed that a family is going abroad. For schools in Nottingham, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the school and the Designated Safeguarding Lead. All schools are legally required to provide this information, as well as the details of any child joining or leaving the school during the year.

27.Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (a parent, grandparent, or a sibling).

Many young carers may experience: □ Social isolation;

- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, using the Early Help Assessment.

4. Making Referrals to the Social Care (Guidance for the Designated Safeguarding Lead)

(i) MARF FORMS

The DSL should look with other services as part of the Early Help Strategy to complete a Common Assessment Framework (CAF).

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection- REFERRALS TO SOCIAL CARE

For referrals to Social care where it is considered that a child may be at risk of or suffering significant harm, you should ring immediately.

- You **do not require the consent** of a parent or child/young person to make a Child Protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a Child Protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

The Social Care Responses to Referrals and Timescales

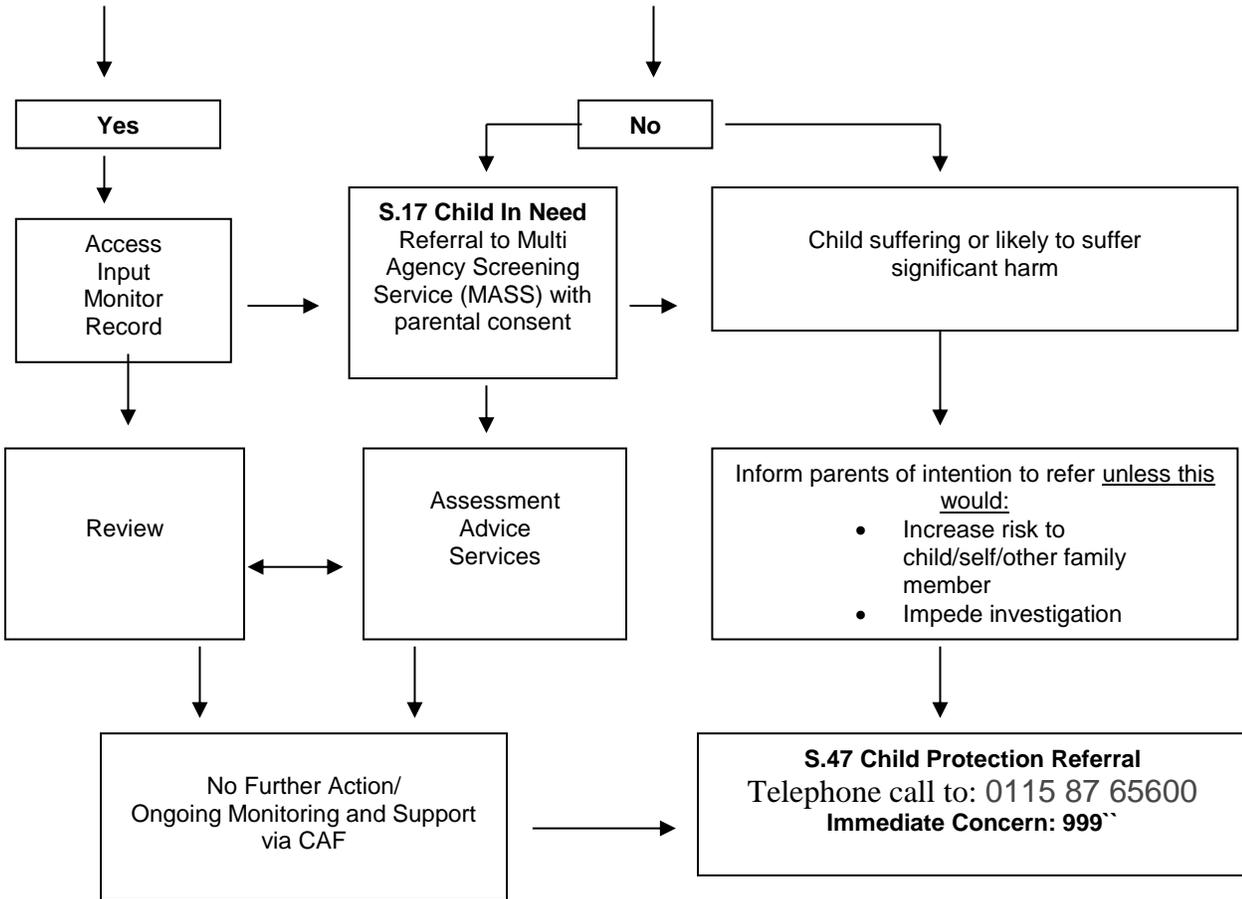
Social Services has 24 hours if high risk or 72 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position.

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL

Staff member has concerns about a child's health, development, safety or welfare
 Discuss concerns with Designated Safeguarding Lead (DSL) on the school site as soon as possible (on the day)
 Action agreed and recorded by DSL

- Designated Safeguarding Lead considers
- Context & history/information available/inaccessible
 - Explanations & contemporaneous life events
 - Use Framework for Assessment & CAF (if below the CP threshold)
 - Evidence and nature of risk/need
 - Balance of Probabilities

- A Level of Need Is Identified
- What level of need is identified?
 - What are the parent's/child's views?
 - What services might be accessed:
 a) in school; b) via the LA; c) via direct referral to non statutory agencies
 Completion of a CAF?
 - Can these meet the level of need identified?



The Designated Safeguarding Lead in School is: **Tel / Room**
 The Deputy DSL is **Tel / Room**

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must share the information;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Investigate, suggest or probe for information;
- Ask leading questions of children/young people
- Confront another person (adult or child) allegedly involved;
- Speculate or accuse anybody;
- Make promises about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to share the information with the correct person (the Designated Safeguarding Lead).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place (using full names and full job designation);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';

- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;

Think about what support **you** could access if faced with this kind of situation in school.

APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)
Part One: Information for all school and college staff
Annex A: Further information

On publication of this Child Protection Policy (July 2016), the May 2016 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 5th September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The existing version of the statutory guidance mentions that there will be also be updates likely before September 2016 in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex , which provides further information on:

- children missing from education
- child sexual exploitation
- ‘honour based’ violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

School name Academic Year

Please sign and return to(DSP) by/...../.....

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).:

- (1) The School Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance , 2016
- (3) **ALL POLICIES AND PROCEDURES REQUIRED FOR YOUR ROLE.**

I am aware that the DSPs are:

.....

.....

.....

.....

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available ...MAIN OFFICE.....

Signed _____ Date _____

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

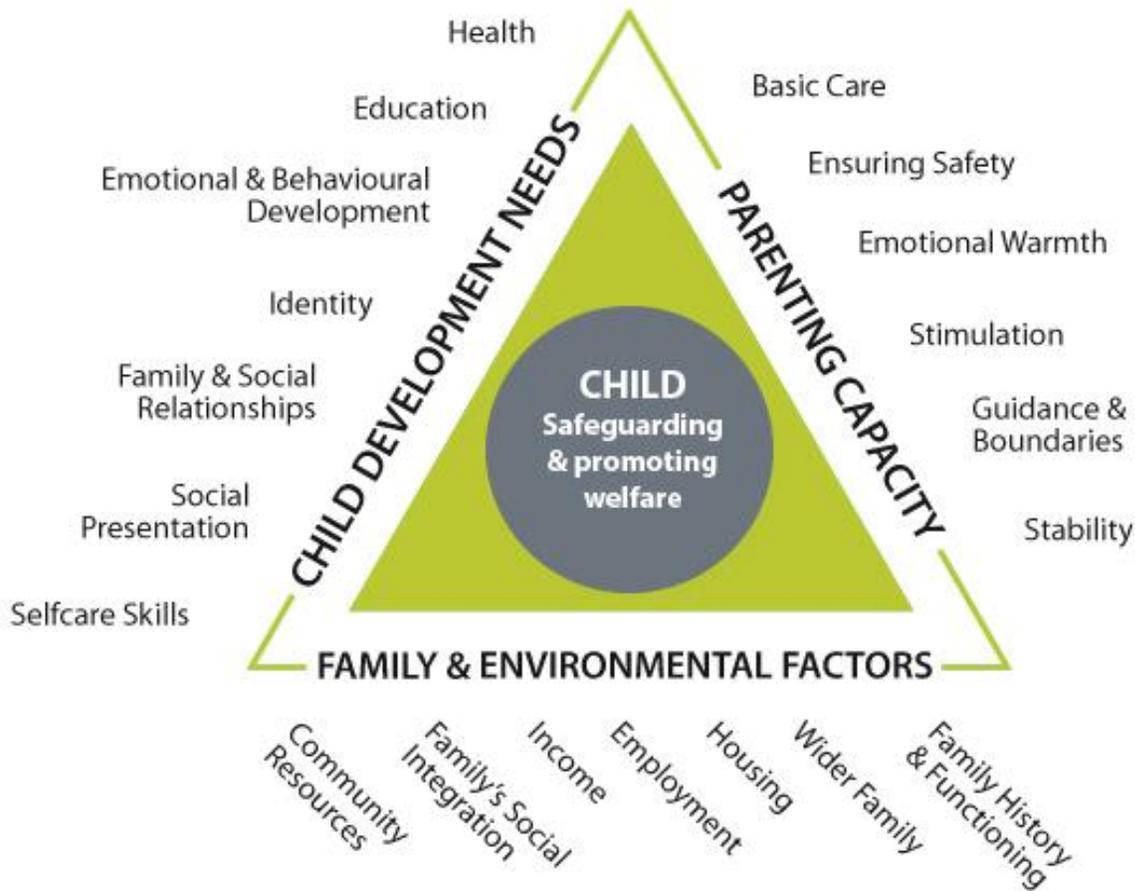
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children servcies but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services

Common Assessment Framework

School staff contribute to assessments along the '*Continuum of Need*' (see Appendix 2) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.



2.5 Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children \(2015\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Nottingham City includes both the TAC and Early Intervention process. Signs of Safety is embedded throughout.

2.6 **What is Team Around the Child (TAC)?**

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

2.8 The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent

Family/environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 6

Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Person for Child Protection.**

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 8

Logging concerns/information shared by others external to the school (Pass to Designated Person)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Appendix 9

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

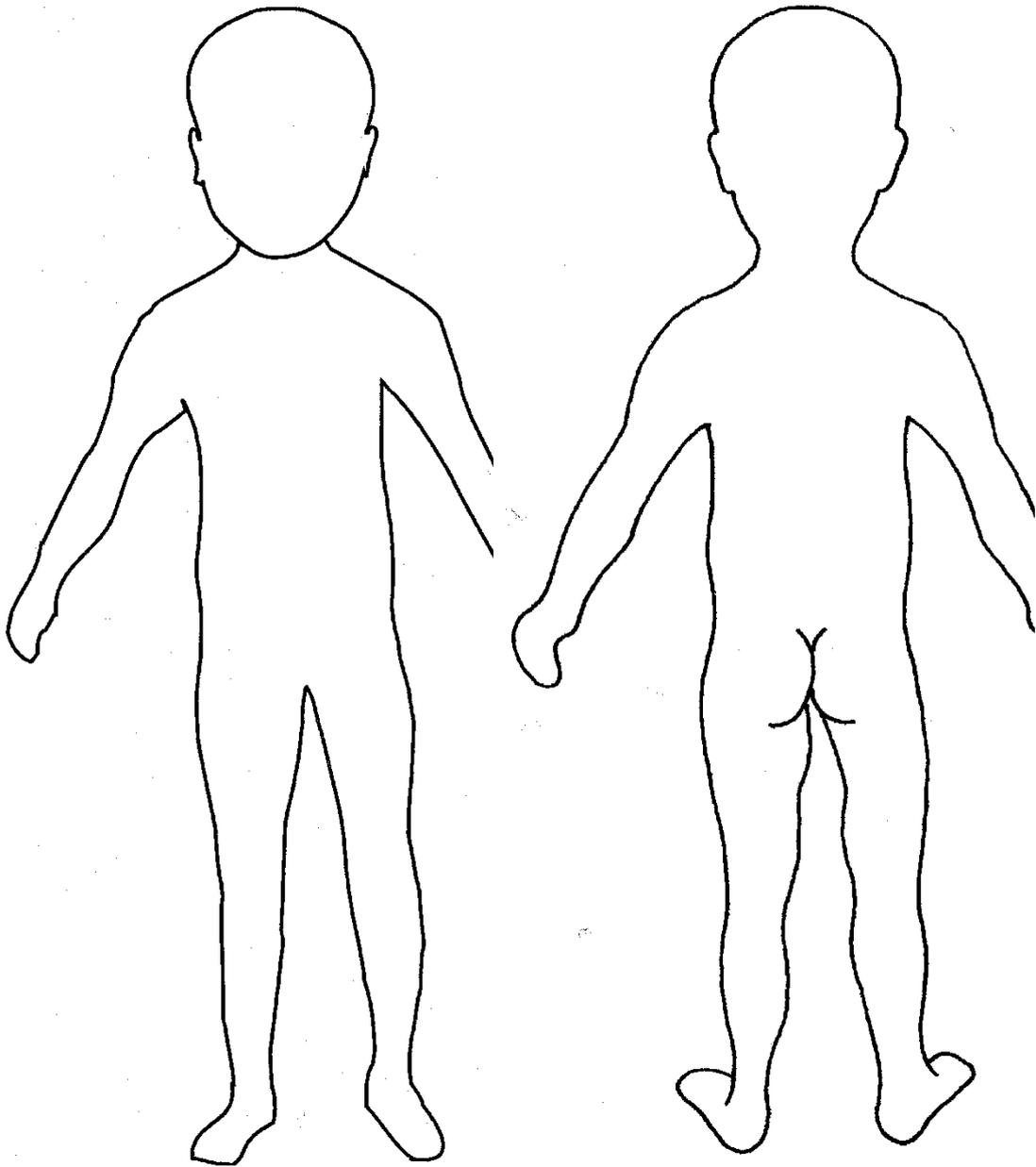
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

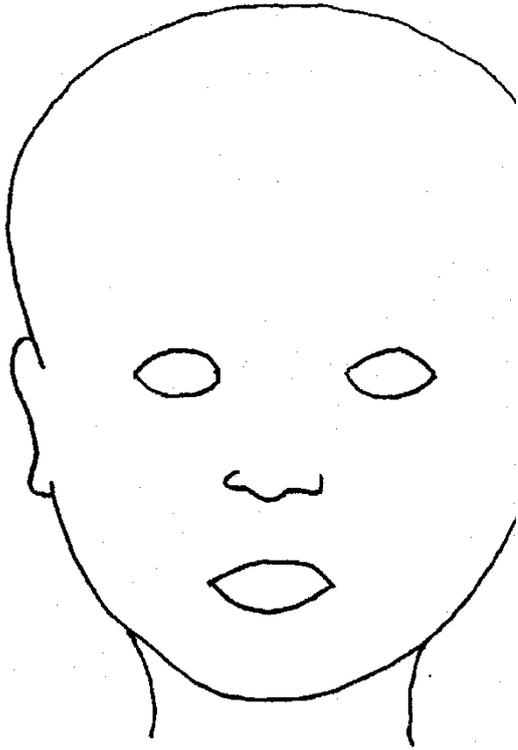
Agency: _____

Date and time of
observation: _____

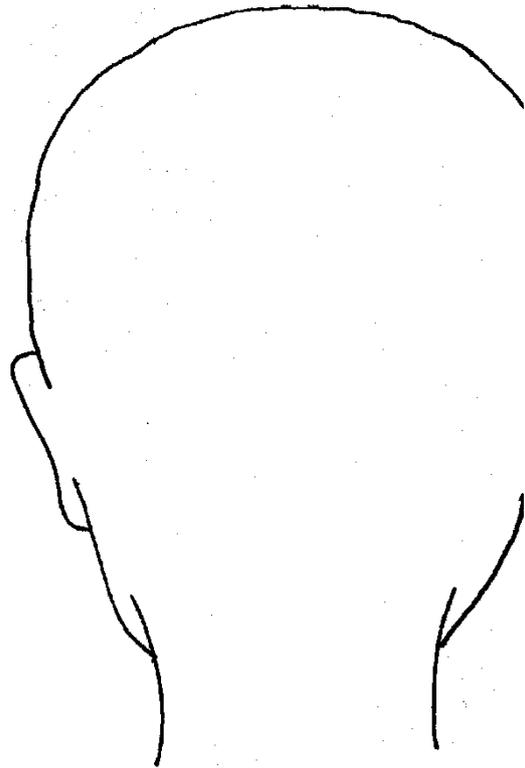


Name of
Child: _____

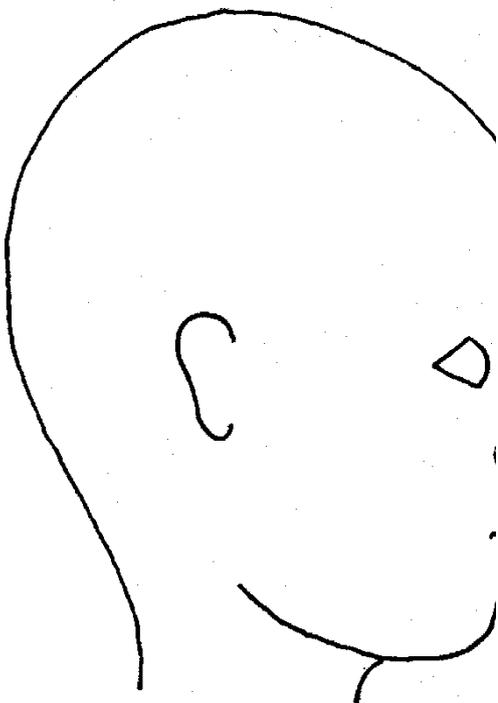
Date of
observation: _____



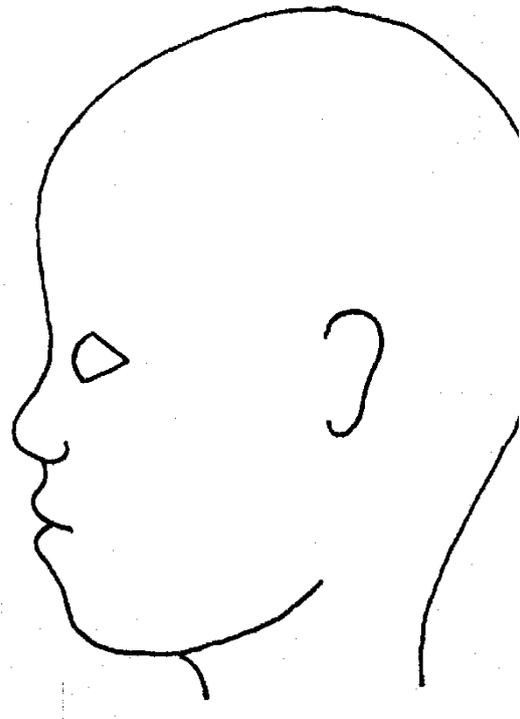
FRONT



BACK



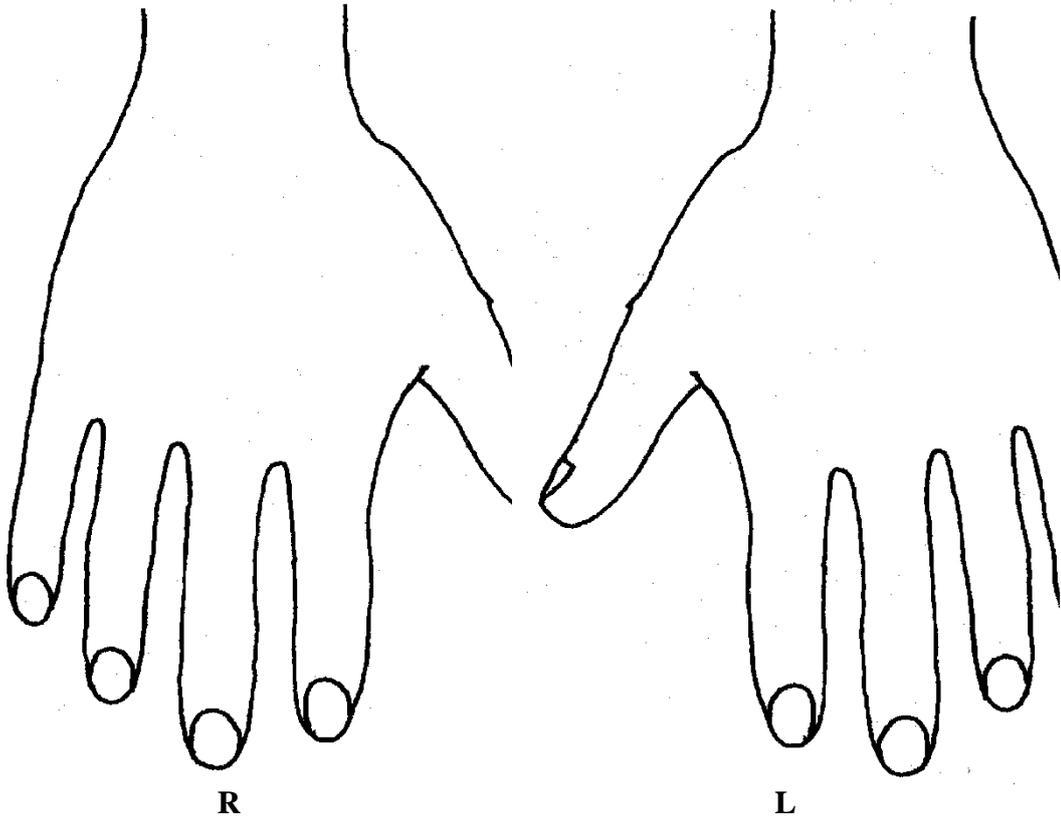
RIGHT



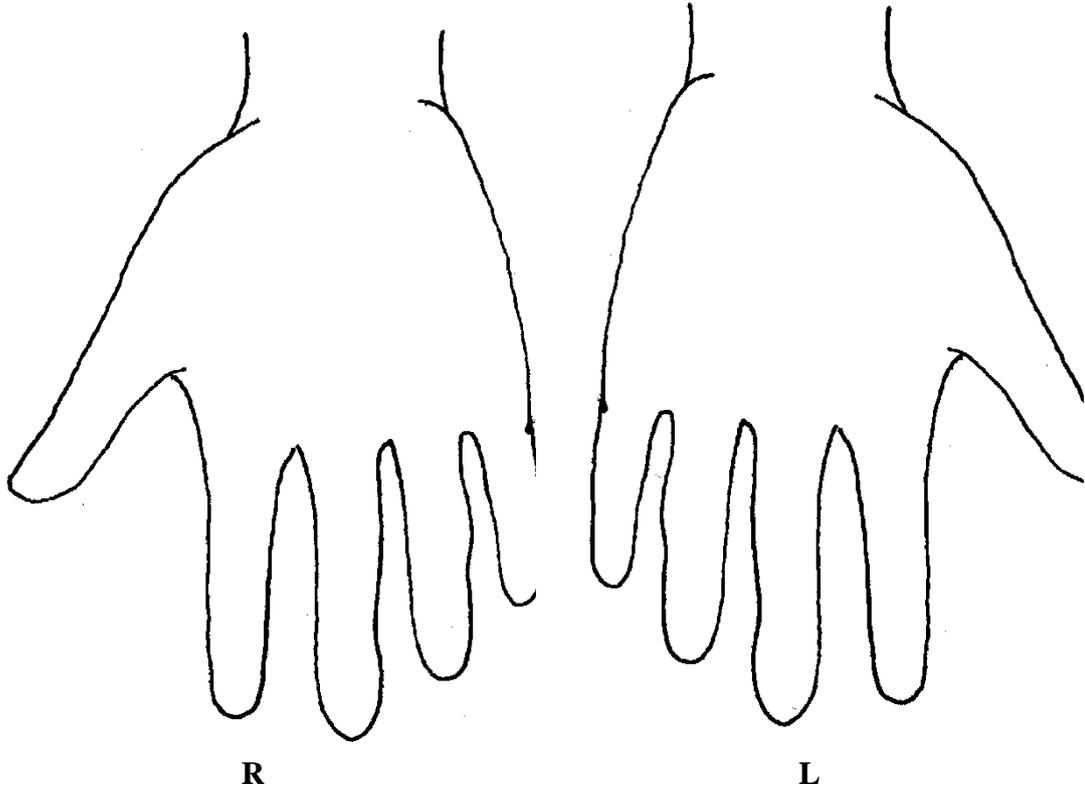
LEFT

Name of
Child: _____

Date of
observation: _____



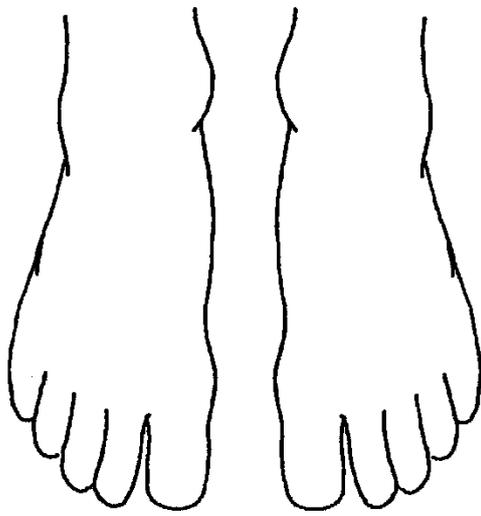
BACK



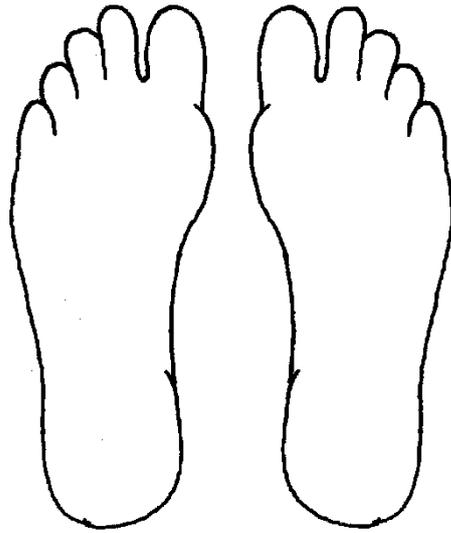
PALM

Name of
Child: _____

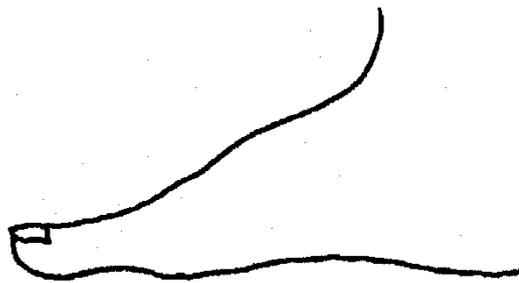
Date of
observation: _____



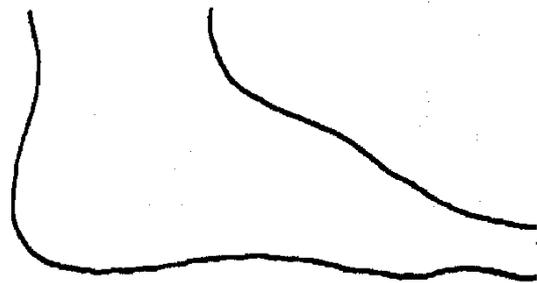
R TOP L



R BOTTOM L



R

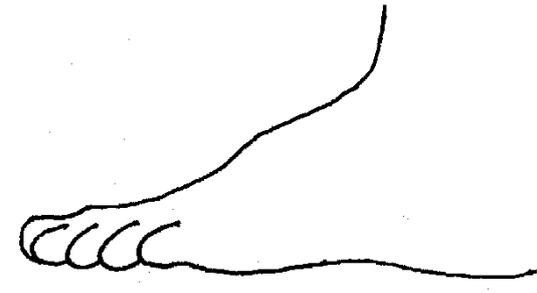


L

INNER



R



L

OUTER

Printed Name and
Signature of
worker: _____

Date: _____

Time: _____

Role of Worker _____

Other information: _____