



# **SAFEGUARDING AND CHILD PROTECTION UPDATE**

Please find enclosed in this update a number of issues relating to safeguarding; the whole school policy, child protection conferences and core groups and a reminder on statutory responsibilities.

## **WHOLE SCHOOL POLICY FOR CHILD PROTECTION AND TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN**

### **Introduction**

Attached is a template for an updated whole school policy for child protection and safeguarding based on current statutory guidance and local policy. This replaces the previous version of the whole school policy issued on 31 July 2009.

Together with the school policy template there are a number of other template documents which can be used to support the whole school policy; the use of which will be explained further in this document.

The main amendments to the policy have been in response to the learning from two recent Serious Case Reviews. The main issues are with regard to the timely recording, content and storage of any information with regard to children where there have been identified vulnerabilities or concerns and the point at which this information is shared. It has become apparent that when pieces of information are not held centrally this may well increase the risk of oversight or lack of a coordinated response which can ultimately contribute to the risk of death, risk or serious injury.

Safeguarding and promoting the welfare of children is the overarching “process of protecting children from abuse or neglect and preventing the impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully” (Working Together 2010 p27). Child protection is the specific process of “protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect” (Working Together 2010 p27). The policies developed are

intended to support schools in fulfilling their functions in relation to safeguarding and child protection and to assist in avoiding the situation referred to above.

It is important to recognise that any safeguarding or child protection concern is a continuous event. It is therefore important to have a well developed safeguarding environment where staff are alert to triggers which may signify potential safeguarding or child protection issues and staff should feel empowered to voice any concerns in a timely way.

Regular training and discussions within the school environment are important. The most beneficial intelligence is from those who know the individual child. Schools are in an excellent position to know and understand the child and be alert to any changes in their behaviour. Building trusting and open environments that are positive is crucial.

The school policy should be available for staff, parents and anyone who uses the school so it should be user friendly and robust.

The policy and templates provided may be customised to be readily identified as belonging to a particular school and structure.

## **TEMPLATES AND APPENDICES**

The Local Authority has a duty to provide templates, however, it is not incumbent on schools to use them as long as any alternatives used are in line with safeguarding requirements.

The templates provided are to support the application of a whole school policy into practice:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Template: Front Sheet
- Appendix 6 Template: Chronology
- Appendix 7 Template: Detailed Concerns
- Appendix 8 Template: Concerns Shared by Others
- Appendix 9 Body Map Guidance for Schools and Body Map Template
- Appendix 10 Template: Safeguarding Children Data Base
- Appendix 11 Template: School's Safeguarding Action Plan

Appendix 1 explains the roles and responsibilities of key staff; Appendix 2 the process by identifying concerns; Appendix 3 the process confirming the issues of confidentiality; Appendix 4 explains the issues relating to records and monitoring. The subsequent templates are forms which may be used in practice ie a front sheet (5) when dealing with concerns (7 and 8). Appendix 10 can be used to track children, particularly if used in an excel format. Appendix 11 is an example of an action plan template arising from an audit for example. It is anticipated that the forms will encourage discussion and analysis within clear roles and responsibilities. The importance of accurate records cannot be underestimated.

## **MAIN SCHOOL FILE AND A 'CONCERN FILE'**

The main school file is the usual pupil file which would be the initial repository for information about any pupil.

A 'concern' file (often known as a child protection file) should be commenced in the event of:

- A referral to children's social care.
- A number of minor concerns on the child's main school file which increase the level of concern/risk.
- Any child open to social care ie CP/LAC.

The decision to commence a concern file rests with the designated senior person.

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after, CIN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement therefore will be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

Having too low a threshold for a concern file may be as problematic as having too a high a threshold.

It is suggested that within a child's 'concern' file that there is a:

- Front sheet.
- Chronology.
- A record of concern in more detail and body map where appropriate.
- A record of concerns and issues shared by others.

Please note that whilst the particular 'name' given to the file ie concern or child protection is a matter for the school using the term child protection may give the impression that this just relates to child protection issues when this should not be the case if we consider the broader safeguarding concerns. Research indicates that it is invariably children who are not necessarily formally considered to be 'at risk' through the provision of a child protection plan, who are killed or seriously harmed. It is therefore important to look beyond the child protection planning process when considering potential risk of harm.

## **RECORDING ON A CHILD'S FILE**

As stated the importance of clear and concise recording on a child's file cannot be underestimated. There is clear guidance in the appendices of the whole school policy.

Where a separate concern (formerly child protection) file is maintained, it is important that the child's main file notes this through a red C written on the top right hand corner of the file. Another type of coding can be used as long as it is widely known and understood within the staffing group and consistently used.

It is also important for schools to recognise that their files will be subject to external scrutiny for example through the serious case review process or through audit. Equally, it is important for schools to understand why recording is important and appreciate relevant messages from research into serious case reviews. These identified that there were often significant concerns about the quality of records in schools and educational establishments and also a failure of establishments to pass on information when children and young people left.

## **CONTACT POINT**

If you have any queries regarding the attached policy templates please contact:

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## **CHILD PROTECTION CONFERENCE**

The school input into the child protection process needs to be clear and comprehensive and submitted in a written report format. There is an example on WIRED in the Safeguarding Community, document library, under specialist services.

## **CORE GROUPS**

When a child is made subject to a child protection plan a core group will be identified. For a school age child, this will include a relevant member of staff from the school. Core groups should occur ten days after the initial conference and six weekly thereafter whilst the child is the subject of a child protection plan (CPP). It is important that each agency is committed to attending the core group as it is here that the CPP will be monitored, reviewed and progressed. Effective participation is therefore vital.

## **STATUTORY RESPONSIBILITIES**

Both the Children Act 1989 and the supplementary guidance in Working Together 2010 sets out the infrastructure and arrangement that should be in place to ensure that those working within the education service have the skills necessary to ensure that children and young people are protected from harm.

Proprietors of independent schools also have a duty to safeguard and promote the welfare of pupils at school under Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) In England Regulations 2003.

Safeguarding Children and Safer Recruitment in Education 2007 is statutory guidance and sets out the responsibilities on all local authorities, schools and FE colleges to safeguard and promote the welfare of children setting out recruitment best practice and dealing with allegations. Equally in relation to dealing with allegations of abuse against teachers and other staff Working Together 2010 Appendix 5 and the Nottinghamshire Safeguarding Children Board (NSCB) Safeguarding Children Procedures (Chapter 7) apply.



# TEMPLATE

**WHOLE SCHOOL POLICY FOR CHILD  
PROTECTION AND TO SAFEGUARD  
AND PROMOTE THE  
WELFARE OF CHILDREN**

..... (School Name) recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review:

Date of next review:

Role	Name	Contact Details
Designated Governor for Child Protection		
Designated Senior Person for Child Protection		
Designated Deputy Person for Child Protection		
LA Child Protection Contact/LADO	Cheryl Stollery	01623 4 33322

### **School Commitment**

Our policy applies to all staff, governors and volunteers working in the school. We have developed this policy in consultation with the Nottinghamshire Safeguarding Children Board.

All parents/carers are made aware of the school's responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of the school's safeguarding and child protection policy.

The school has certain duties and responsibilities as set out within the Education Act 2002, HM Guidance Safeguarding Children and Safer Recruitment in Education 2007 and Working Together 2010 which are incorporated into this policy.

## **Introduction**

There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection and equipping children with the skills needed to keep them safe.

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Template: Front Sheet
- Appendix 6 Template: Chronology
- Appendix 7 Template: Detailed Concerns
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- Appendix 9 Body Map Guidance for Schools and Body Map Template
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- Appendix 11 Template: School's Safeguarding Action Plan

## **The Policy**

**To provide a safe and learning environment the school will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - availability of local and online advice
  - recognising and managing risks including online and running away
  - developing healthy relationships and awareness of domestic violence, bullying and abuse
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.

- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers (*Chapter 5: Dealing with Allegations of Abuse Against Teachers and Other Staff, HM Government Guidance Safeguarding Children and Safer Recruitment in Education 2007 and set out within the Local Inter-agency Procedures*).
- Put in place and promote robust anti-bullying (including cyber bullying) strategies.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE to:**

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

### **Supporting children**

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

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with Pathway to Provision), behaviour and attendance service and education psychology service, use of JAT and CAF etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

### **Safe Staff and Supporting Staff**

- Safer recruitment processes will be followed in accordance with '*Safeguarding Children and Safer Recruitment in Education 2007*'.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DFCS 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Senior/Deputy Designated Person) if the headteacher is not present, should be notified immediately. If it relates to the headteacher, the chair of governors should be informed.
- Staff may find some of the issues relating to child protection upsetting and may need support which will be provided.

### **Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school (*each school to add on any others as relevant*)

- *Physical intervention/positive handling*
- *Behaviour Management*
- *Attendance Policy*

- *Anti-Bullying*
- *BME and Equality*
- *Health and Safety and Access Policy*
- *Disability Equality Action Plan*
- *Special Educational Needs*
- *Pathway to Provision (NCC)*
- *Escalation policy (NCC)*

## **Appendix 1**

### **ROLES AND RESPONSIBILITIES**

#### **Senior Designated Person Role**

We have a senior designated person for safeguarding children and child protection who has received appropriate training and support for this role. This Senior Designated Person is a senior member of the school leadership team.

We also have a Deputy Designated Person who will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This entails supporting the Senior Designated Person in dealing with referrals, attending Child Protection Conferences and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Senior Designated Person will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

The Senior Designated Person is responsible for the following:

#### **Referrals, Tracking and Monitoring**

The Senior Designated Person will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- 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 the headteacher/principal (where the Senior Designated Person role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role.
- Maintain an overview of all children about whom there are concerns ie subject to a children protection plan, CiN plan, LAC, CAF or there is a concerns file (*Appendix 9 may assist*).

#### **Training**

The Senior Designated Person will attend training in order to:

- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- 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 this policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive 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.
- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses at least every two years.

## **Raising Awareness**

The Senior Designated Person will:

- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body/proprietor regarding this.
- Contribute to any development work within the school (*Appendix 10 may assist*).
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new school, as soon as possible and make sure that the concern file is transferred separately from the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.

## **Roles and Responsibilities of the headteacher**

The headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and 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 in accordance with agreed whistle-blowing policies.

## **Roles and Responsibilities of our governing body**

The governing body is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school, liaise with the headteacher about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the headteacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child

protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

- Ensuring that the headteacher, and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

## Appendix 2

### Identifying Concerns

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, and will be familiar with procedures to be followed.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions. **Leading questions should be avoided as much as possible.**
- Staff will not put words in the child's mouth but note the main points carefully.
- A full written record will be kept by the staff and all duly signed, dated including the time the conversation with the child took place, outline what was said, the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Senior Designated Person will be immediately informed, unless the disclosure has been made to them.

## **Appendix 3**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to a pupil.

Where there is a child protection concern it will be passed immediately to the Designated Senior Person and/or to Children's Social Care.

The headteacher or Designated Senior Person will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

## Appendix 4

### Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

It is advised that a chronology is kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), this will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after, CIN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement therefore will be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person)

Please note that whilst the particular 'name' given to the file (ie concern or child protection) is a matter for the school, using the term child protection may give the impression that this file just relates to child protection issues when this should not be the case if we consider broader safeguarding concerns. Research indicates that it is invariably children who are not necessarily formally considered to be 'at risk' through the provision of a child protection plan, who are killed or seriously harmed and therefore to rely on child protection processes is not a sufficient safeguard.

Having too low a threshold for a concern file may be as problematic as having too a high a threshold.

It is also important to recognise that their files will be subject to external scrutiny for example through the serious case review process or through audit. Equally, it is important to understand why recording is important and appreciate that messages from research into serious case reviews identified that there were often significant concerns about the quality of records in schools and educational establishments and also the failure to pass on information when children and young people left.

A 'concern' file should be commenced in the event of:

- A referral to Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

It is suggested that within a child's 'concern' file that there is a:

- Front sheet.
- Chronology.
- A record of concern in more detail and body map where appropriate.
- A record of concerns and issues shared by others.

The school will keep written records of concerns about children even where there is no need to refer the matter to Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

It is essential that accurate records are kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account and are important if there are any criminal proceedings arising from current or historical allegations of abuse or neglect.

It is important to appreciate that files may be taken for the purpose of external scrutiny for example for a serious case review or for audit.

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity, the full recording will be on a record of concern. ***There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and any action that needs to be taken. Discussion with all relevant parties can lead to a decision being made. This may include no further action, whether a CAF should be undertaken, or whether a referral should be made to Children's Social Care in line with the NCC Pathway to Provision document.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school to identify early any concerns and this may prevent future harm.

The Senior Designated Person will ensure a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff), and will ensure that we contribute to assessments of need and support multi-

agency plans for those children. The concern file can be active or non-active in terms of monitoring ie a child is no longer LAC, subject to a child protection plan or CAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can become active again and indicated as such on the front sheet and through the use of the chronology to review this as new information arises.

If the child moves to another school, the concern file must be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between the two Senior Designated Persons in order to ensure a smooth and safe transition for the child.

# Appendix 5

## INFORMATION/FRONT SHEET

<b>Name:</b>		<b>DOB:</b>	<b>Class/Form:</b>	<b>Ethnicity</b>	
<b>Home Address:</b>			<b>Telephone: e mail:</b>		
<b>Status of file and dates:</b>					
OPEN					
CLOSED					
TRANSFER					
<b>Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?</b>					
<b>Members of household</b>					
<b>Name</b>	<b>Age/DOB</b>	<b>Relationship to child</b>	<b>Homework</b>	<b>Contact No</b>	
<b>Significant Others (relatives, friends, childminders, etc)</b>					
<b>Name</b>	<b>Relationship to child</b>		<b>Address</b>	<b>Tel No</b>	
<b>Other Agency Involvement</b>					
<b>Name of officer/person</b>	<b>Role and Agency</b>	<b>Status of Child ie CAF/ CPP/LAC/CiN</b>	<b>Tel No</b>	<b>Date</b>	

**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)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> .....		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>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?</b>		
<b>Professional opinion where relevant (how and why might this have happened)?</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**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)

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

Appendix 8

**Logging concerns/information shared by others external to the school  
(Pass to designated person)**

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

## 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.

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

- Exact site of injury on the body, eg upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg 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?

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.

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

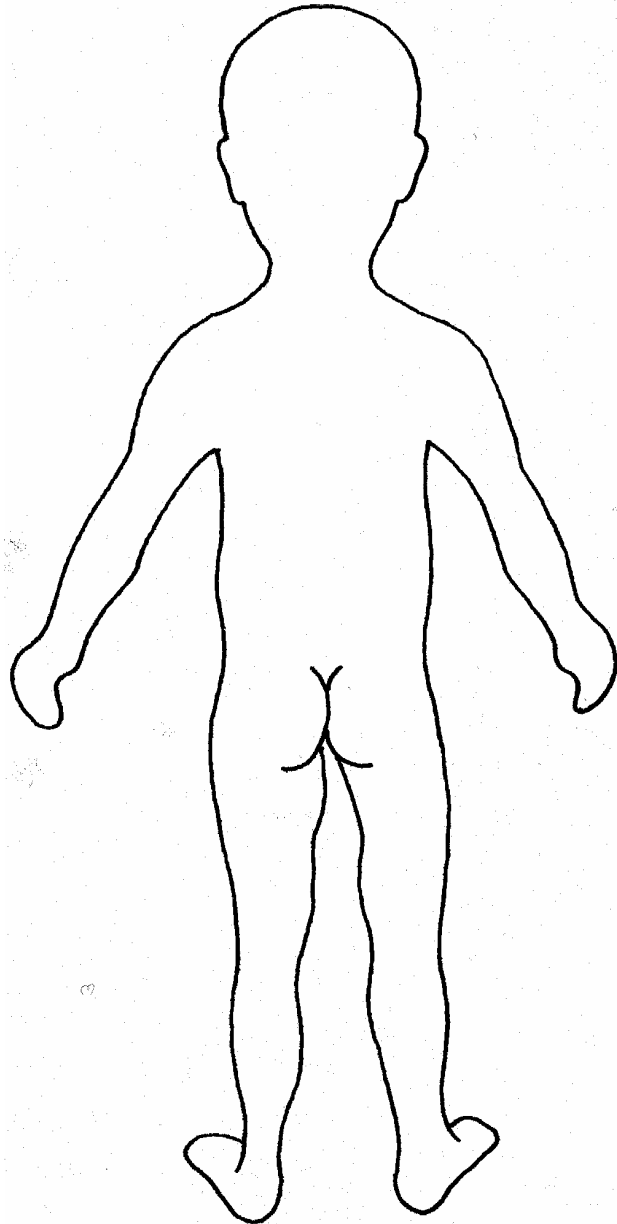
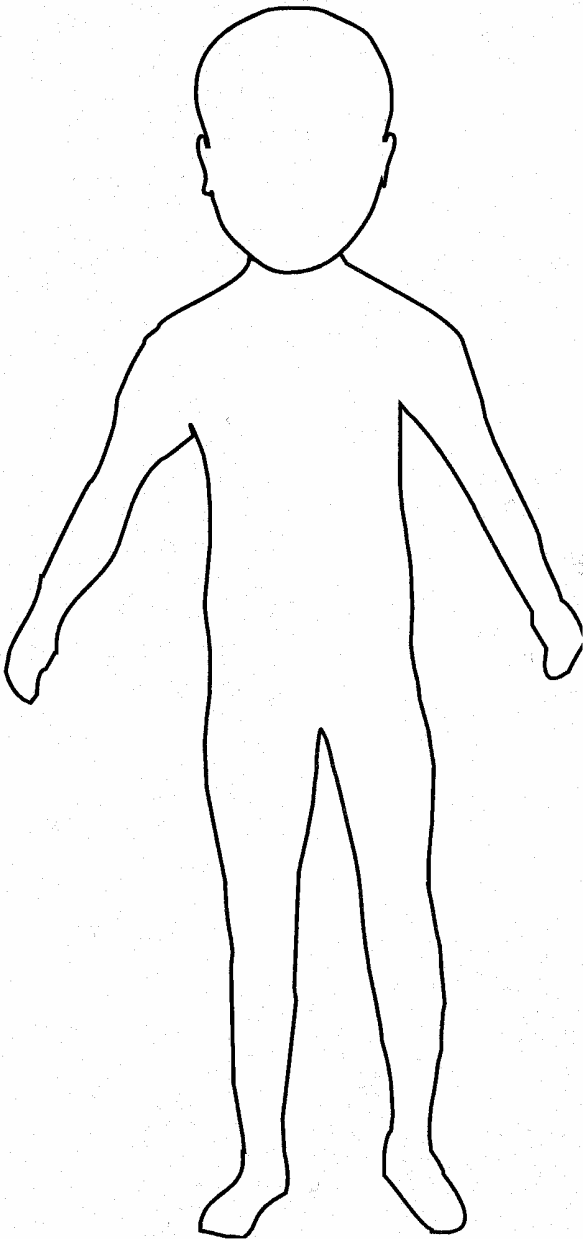
# BODYMAP

(This must be completed at time of observation)

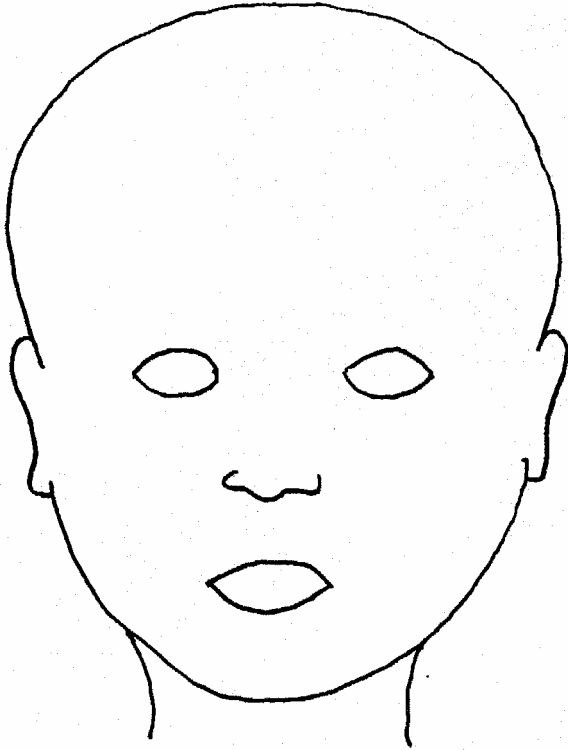
Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

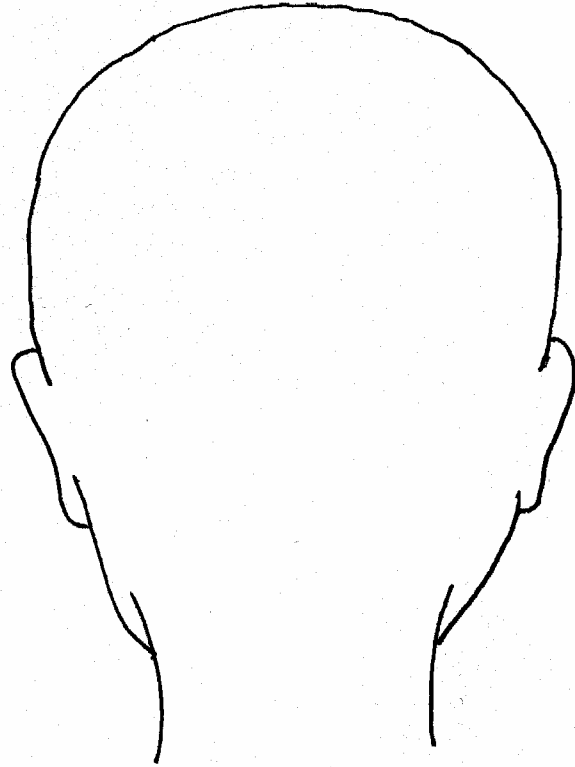
Date and time of observation: \_\_\_\_\_



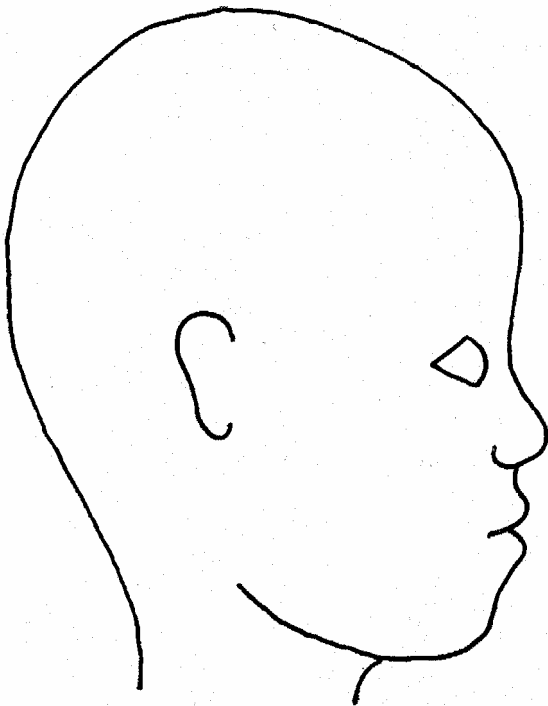
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



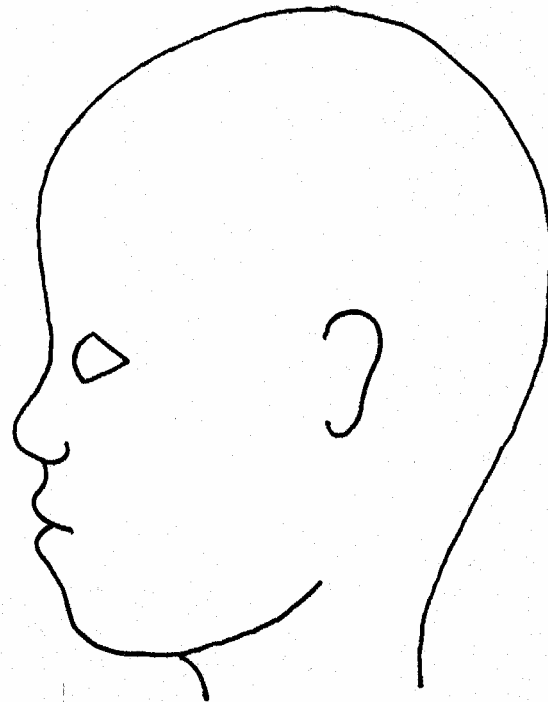
**FRONT**



**BACK**

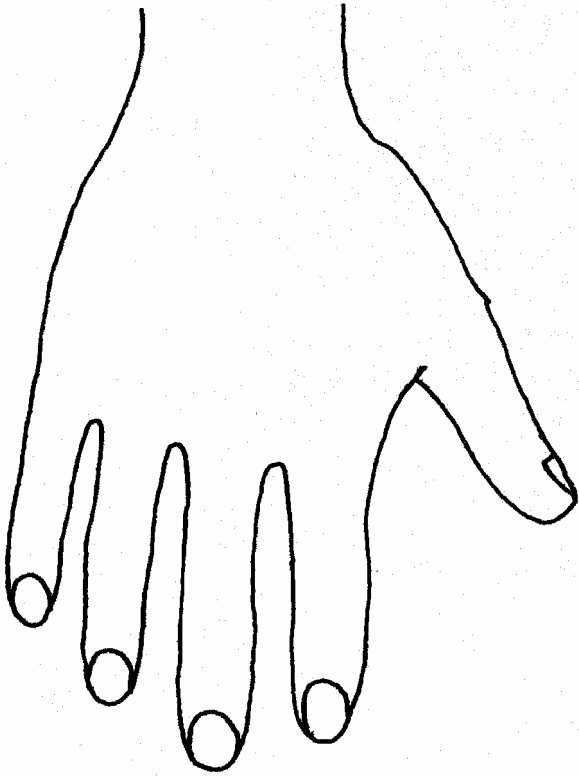


**RIGHT**

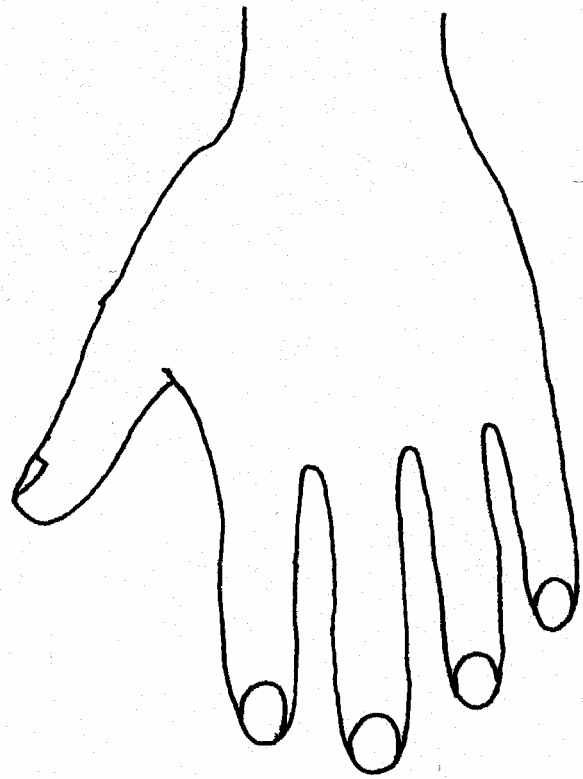


**LEFT**

Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_

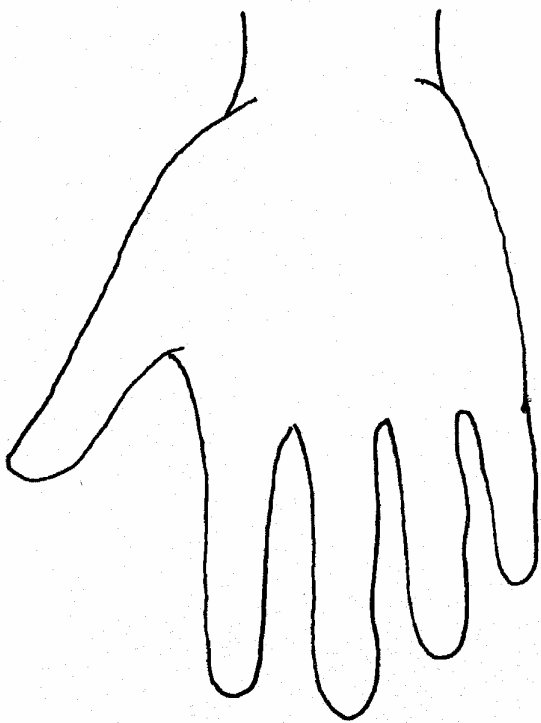


R

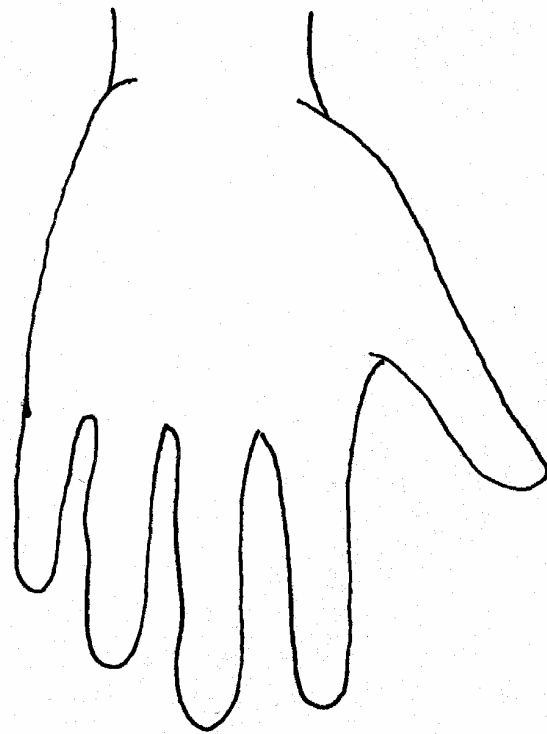


L

**BACK**



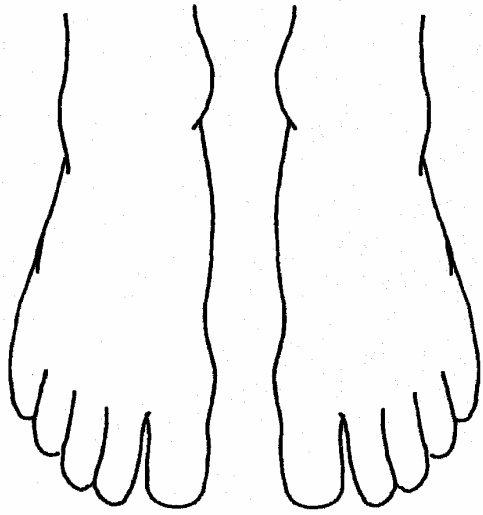
R



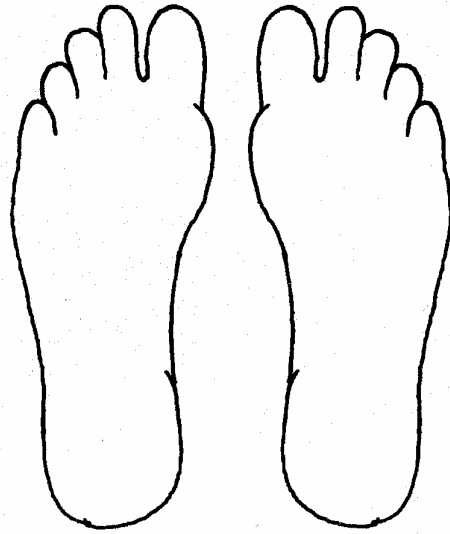
L

**PALM**

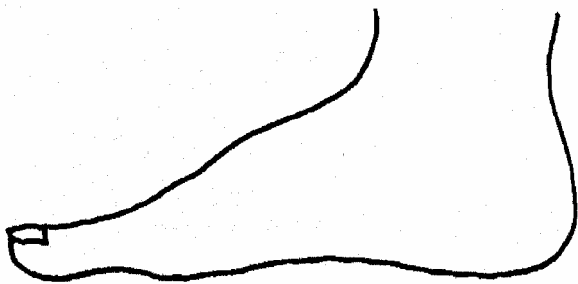
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



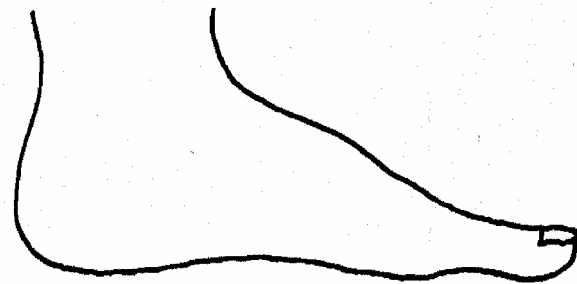
R TOP L



R BOTTOM L

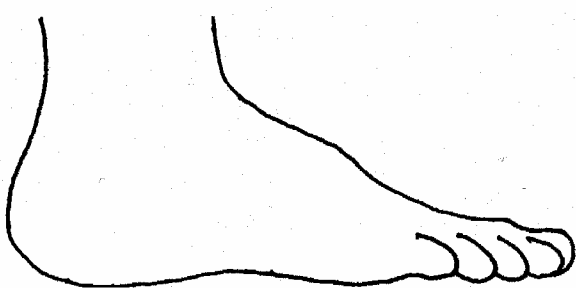


R

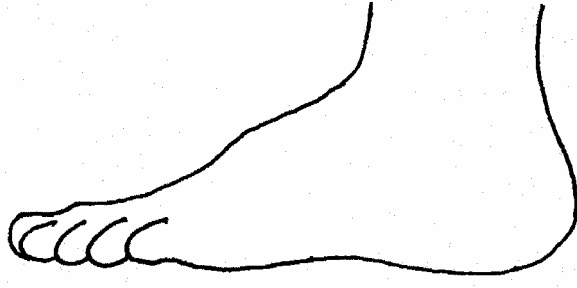


L

INNER



R



L

OUTER

Printed Name and  
Signature of worker:

\_\_\_\_\_

Date:

Time:

\_\_\_\_\_

Role of Worker

\_\_\_\_\_

Other information:

\_\_\_\_\_



## Safeguarding Children Data Base (example template)

Name of Child	D-O-B Form	Home Address	Parents/carers contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
<b>Michael Smith</b>	17-4-1999 7EJ	8 Fair View Carlton Nottingham. NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433  John Newton ISS Tel:- 01623 433433	Child Protection	<b>ICPC</b> 28-6-2010 <b>RCPC</b> 15- 12 2010  <b>Core group Mtngs</b> 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
<b>Amy Plant</b>	14-10-1999 8PT	9 Loveday Road, Carlton Nottingham NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection  Child In Need	<b>ICPC</b> 12-11-2009 <b>RCPC</b> 23-3-2010  <b>C.I.N</b> 12-5-2010 21-7-010
<b>Neil Brooks</b>	23-7-1995 10KL	22 Sandy Lane Arnold Nottingham NG Tel:- <b>Respite Care</b> 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:-  Jill Mob:-  Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need  Statement of SEN	<b>CIN</b> 22-7-2010  <b>SEN Review</b> 19-9-2010.

# School Safeguarding Action Plan

Name of School:

Date:

Completed by:

**Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children. The following safeguarding areas have been highlighted for improvement:**

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline