



Sandbrook Community Primary School

Hartley Lane, Rochdale, OL11 2LR Tel: 01706 647 743

Head Teacher: Mrs K Charlton

Deputy Head: Mrs S Armitage

Safeguarding and Child Protection Policy



Updated/Written: January 2018

Adopted by Governors: February 2018

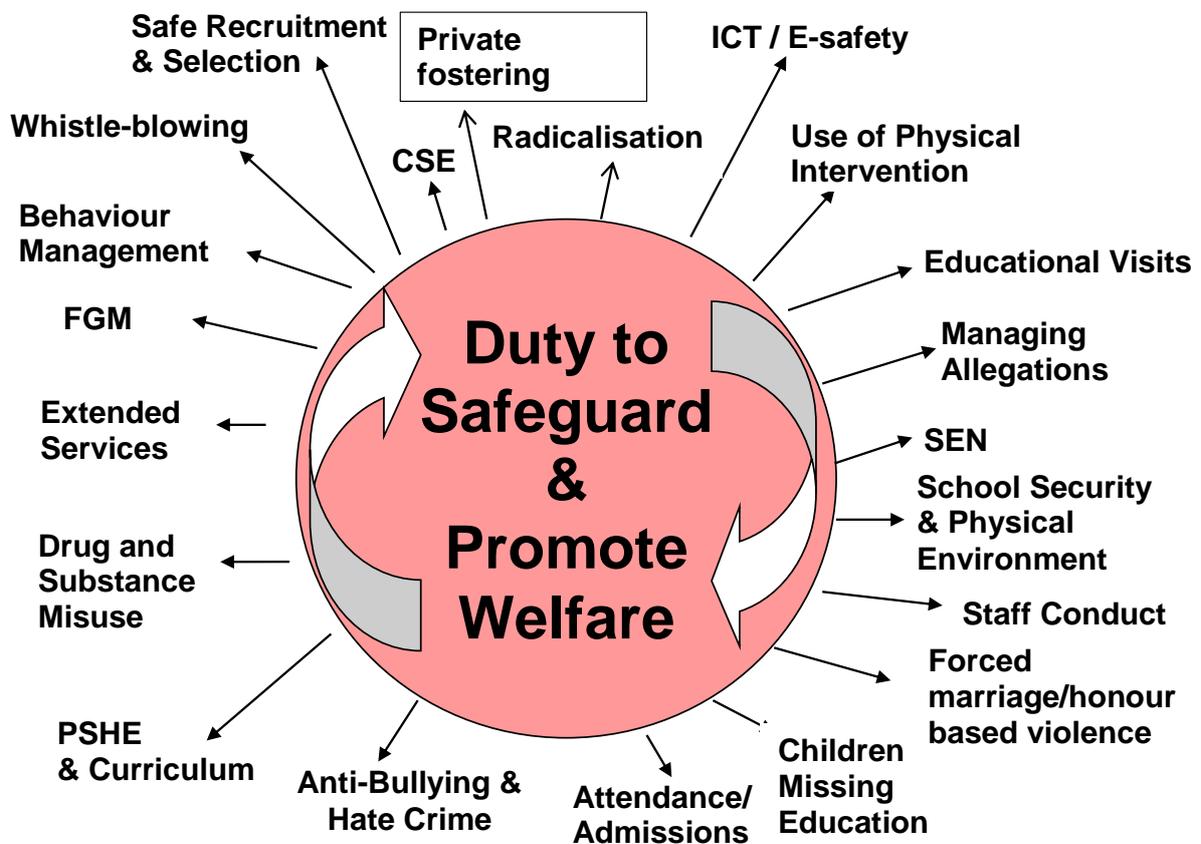
Presented to staff: January 2018

Review Date: Sep 2019

Safeguarding Policy

Introduction

This school will do all that is possible and reasonable to safeguard the children attending it. We will put into place clear policies and strategies to ensure the safeguarding and welfare of pupils especially those relating to child protection, behaviour, bullying, safe recruitment of staff, health and safety, harassment and discrimination. We will meet all our statutory duties to the highest standard. In life there is always an element of risk, and whilst accepting that, we will do all that is reasonable and possible to keep children safe. The governing body and all those who work here will put the safeguarding of pupils as their highest priority to ensure that all children are free to learn without worry or fear of harm.



'There are three main elements to our Safeguarding Policy':

- **Prevention:**
(Creating a positive school atmosphere with excellent teaching and pastoral support to pupils).

- **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding and Child Protection concerns/disclosures).

- **Support:**
(To pupils and school staff and to children who may have been abused).

Objectives

1. To keep learners safe and healthy and to ensure that we comply with the DfE guidelines 'Keeping children safe in education 2016' and other statutory duties or relevant guidelines
2. To care for and protect learners from harm and to identify concerns at the earliest possible stage and to take swift, decisive and immediate action where necessary.
3. To establish clear management strategies in relation to child protection and keeping all children safe and recognising that children with SEN and disabilities are more likely to be abused or neglected than others
4. To have all statutory policies and additional policies in place to ensure that safeguarding needs are met efficiently and effectively.
5. To ensure that all adults in school and school governors are appropriately recruited and vetted in line with DfE guidelines.
6. To ensure that all governors and those working with children are properly trained for safeguarding children.
7. To make all children aware of the procedures that they must use to report any concerns or complaints concerning their health and safety.
8. To work in effective partnership with relevant agencies including the Virtual Headteacher to promote the health and safety of learners.
9. To prevent bullying of any kind including any which is related to the protected characteristics set out in the Equality Act 2010.

Strategies

1. We will have in place all relevant designated staff including a designated safeguarding leader (DSL) and governors who will be safeguarding links, to meet our responsibilities for child protection and for keeping children safe.
2. Training for all staff must be provided least annually and the DSL training will be refreshed every two years and update at least annually
3. A strategy for **Early Help** will provide intervention and support as soon as a problem emerges and in the first instance, staff should discuss early help requirements with the designated safeguarding lead.
4. All staff should be mindful of the difference between a **'concern'** about a child and where a child is in **'immediate danger or at risk of harm'**. A concern should be discussed promptly with the DSL but where there is 'immediate danger or risk of harm' **immediate action** must be taken to make the child safe and the DSL or headteacher or member of the SLT must be involved **immediately**.
5. We will use and apply the Recruitment Policy for the appointment and recruitment of all adults working with pupils in this school.
6. We will provide supervision, guidance and opportunities for regular, up-to-date training for all adults in this school.
7. We will give all children easy access to an appropriate adult who will listen to any concerns or complaints that they might have about their health and safety.
8. We will take reasonable action make the school site safe and secure by checking and monitoring visitors and anyone else using the premises or grounds.
9. We will liaise and work closely with the LA, social services, virtual headteacher, police, Area Child Protection Agency and any other relevant support agency at all times and especially when a child's health or safety are at risk.

10. We will ensure that all staff are aware of Child Sexual Exploitation and know how to report concerns. We will keep records and information relevant to safeguarding concerns clearly and accurately and share it with relevant agencies. As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the education establishment's DSL and a decision made as to whether there needs to be consultation with Rochdale Early Help and Children's Social Care. Rochdale has a dedicated CSE team - 'Sunrise' based within the MASS and this team tackles sexual exploitation and related harm in the borough of Rochdale.
11. We will teach pupils how to keep themselves safe and show them how to deal sensibly with risk when using equipment, in outdoor activities, on visits and in sport and physical activities
12. We will ensure that pupils are aware that peer-on-peer abuse and gender based violence is unacceptable and we will do all that we can to prevent this from happening;
13. We will ensure that all staff have had training in Protecting children from Radicalisation: The Prevent Duty (DfE June 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
14. Pupils from some different cultural backgrounds may be at greater risk of 'Forced Marriage and Honour-based Violence' or FGM and staff must be vigilant and take immediate action if they have cause to believe children are at risk. (ref. the FGM Policy)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525390/FGM_safeguarding_report_A.pdf
15. We will teach home safety, road safety, railway safety, safety when with adults and safe use of the internet. We will ensure that staff understand that Online safety has now been brought in as a key part of safeguarding in KCSIE and emphasis has been made on the filtering and having a proactive monitoring regime of online activity.
16. We will ensure that all staff understand what 'private fostering' is and will ask about private fostering arrangements on our admission forms and at admission meetings.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf
17. We will follow guidance from Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk. As part of this process, school investigates unexplained absences and reports attendance to the Local Authority
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
18. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority including the police if appropriate (ref. the Anti-Bullying Policy).
19. As a school we follow Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

Outcomes

In this school children will learn how to keep themselves safe and healthy. The education and support that we provide will give children the self-confidence they need to ensure that they can look after themselves and keep themselves safe and healthy. It will be a safe place where risks are kept to a minimum but it will not become a prison nor will we attempt to keep children wrapped in cotton wool. We will give children space and room to grow and develop with a balanced perspective of the importance of their health and safety without making them fearful and concerned. We will monitor evaluate and review all policies on a regular basis to ensure that they are up to date and that they meet all statutory requirements for safeguarding. In case of need the NSPCC whistle-blowing helpline number is 0800 028 0285.

Date Agreed by the Governing Body 27/3/18 Signed

Julie Clarke

Sandbrook Community Primary School Policy on Child Protection

SANDBROOK COMMUNITY PRIMARY SCHOOL

A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2016-2017	Nicola Carroll (Oct 14 th 2016-)	
	Katie Charlton Deputy DSL	Julie Clarke (COG)
2017-2019	Nicola Carroll	Julie Clarke (COG)
2017-2019 Deputy Designated Safeguarding	Katie Charlton Deputy DSL Susan Armitage Deputy DSL Kathleen Gordon Deputy DSL	Julie Clarke (COG)

B. Designated Safeguarding Leads & Deputies in School (DSLs) should refresh their multi-agency training every 2 years) We regularly update our training matrix which details staff single agency and multi agency training for all staff in school. The DSL and DDSL's have undertaken Working Together Multi Agency Training in 2016, 2017 and 2018 . The DSL and Headteacher have updated their training in 2018.

C. All staff received BISC training in January and February 2017 . New staff since this date have had BISC training delivered by the REAL Trust and internally by the DSL using the REAL Trust BISC Training.

D. Annual Review date for this policy Sep 2019

Review Date	Changes made	By whom
Sep 2016	<p>Include updates from 'Keeping Children Safe in Education' (DfE with effect from 5th September 2016), 'Working Together to Safeguard Children' (2015) and the Greater Manchester Safeguarding Children procedures (www.rbscb.org).</p> <p>Include information regarding Early Help</p>	Katie Charlton
Sep 2016	<p>Include Peer -on -Peer Abuse</p> <p>Gender based violence</p> <p>Understanding vulnerabilities of learners with SEN and disabilities</p> <p>Honour Based Violence</p> <p>Child Sexual Exploitation</p>	Katie Charlton
Sep 2017	Private Fostering information included	Katie Charlton
January 2018	<p>Prevent information Updated with links</p> <p>CSE Information Updated with links</p> <p>CME information updated with links</p>	Katie Charlton

1. SCHOOL COMMITMENT

We aim to provide an environment in which children feel safe, secure, valued, respected and are able to fulfil their potential.

'We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or who are suffering significant harm.'

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

2. FRAMEWORK

'All staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate people, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding an Early Help response where the Child Protection threshold is not met. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.'

2.1 Safeguarding is the responsibility of *all* adults and especially those working with children.

2.2. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB). A Local Safeguarding Children Board (LSCB) is a multi-agency body set up in every local authority. Each LSCB has an independent Chair, that is, someone who doesn't work for social services. However the Chair will work closely with the Director of Children's Services.

In Rochdale this is Jayne Booth (Chair) and Gail Hopper (Director of Children's Services)

Sandra Bowness is the Assistant Director for Early Help and Schools. Schools are also represented on the board by Secondary, Primary and Special School Head teacher colleagues.

The role of the LSCB is to:

- ✓ coordinate what is done by everyone on the LSCB to safeguard and promote the welfare of children in the area
- ✓ make sure that each organisation acts effectively when they are doing this.
- ✓ The LSCB publishes policies and procedures for child protection in the Rochdale area.

www.rbscb.org will provide you with all of the information you need about the local safeguarding board.

3. ROLES AND RESPONSIBILITIES

3.1. *All* adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

3.2 The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and wellbeing of a pupil

3.3 The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Management Team with the required status and authority to carry out the requirements of the role.

Depending on the size and requirements of the school a Deputy Designated Safeguarding Lead should be available. The deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child/young person's needs.

The DSL and Deputy are required to undertake child protection training every two years and should supplement this training by attending workshops which are provided by Rochdale Safeguarding Children Board.

If required in the absence of a DSL there may be a need for the DSL or Deputy to support another school when dealing with child protection concerns.

Requirements:

- To have the skills and ability to identify signs of abuse.
- To know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Ensure that all staff have access to and understand the school Child Protection Policy and Rochdale Child Protection Procedures.
- Child protection training is part of the induction for all new staff in the school and that they are also linked into any relevant training.
- Be responsible with the Head teacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Child Protection Policy is available for any parents who request to see it and that it is available via the school website.

- Contribute to the Child Protection Conference and Core Group processes by either attending or ensuring the relevant member of staff attends. Provide written reports as required in an appropriate and timely manner.
- Ensure that the Head teacher is updated on a regular basis about all issues and child protection investigations.
- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school. (Using the
- Be part of the team who review and monitor any causes of concern relating to pupils which are raised in school.
 - Regularly update SLT and SMT regarding Safeguarding and Child Protection in school

The Governing body is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school/college's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

3.4 Who is available within the Local Authority to offer advice and support?

Education Safeguarding Officer – Claire Heap 01706 925179

Education Welfare Service - Tel: 01706 925115

Referrals go to the MASS - Tel: 0300 303 0440

Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875

Local Authority Designated Officer (Allegations of Professional Abuse) -

Tel: 01706 925365

Safeguarding Unit – 0300 303 0350

External Agency

Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP)

0161 856 8757 (DV)

4. PROCEDURES

'Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the Rochdale Borough Multi-Agency Safeguarding Children procedures located at www.rbscb.org

- Staff are regularly informed about updates to Child Protection Procedures by staff meetings, morning briefings, unit meetings, emails and 7 minutes presentations produced by the RBSCB.
- Staff know that any Child protection concerns should be recorded on a purple sheet Appendix 3 and shared immediately with the DSL (See Child Protection Procedures)
- Parents are informed of the schools' duties and responsibilities under the Child Protection procedures in the school prospectus
- Visitors and Governors are given a safeguarding guidance pamphlet when visiting the school.

5. TRAINING AND SUPPORT

- 5.1. Our school will ensure that the Head Teacher, Katie Charlton , the Designated Safeguarding Lead Nicola Carroll and the nominated governor for Safeguarding , Julie Clarke will attend training relevant to their role at regular intervals. The school will encourage all members of the governing body to access safeguarding training both that which is offered in-house or by attendance at courses run via the REAL trust or RBSCB. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

6. CONFIDENTIALITY

- 6.1. 'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection'. At Sandbrook we:

- Ensure that parents, governors and every adult working in/associated with the school understands the need for and the basic principles regarding confidentiality
- Ensure that all staff know that they should never guarantee confidentiality to a child
- Ensure that all staff know who the DSL is and how they should share their concerns regarding a child with.
- Ensure that if an allegation is made regarding a sexual nature from a child, this should be referred to MASS without informing parents.

- 6.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including Children's Social Care staff and the police), must always have regard to both common and statute law.

- 6.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

7. RECORDS AND MONITORING

- 7.1 Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. There is also a need to share important education and any CP information at the point of a child's transition to another education establishment. (See RBC's Child Protection Information Sharing at Transition Protocol)

7.2

- We record our Child Protection records on a confidential portal called CPOMs
- Staff refer concerns to the DSL via the Purple sheet Appendix 3(See Appendix 1) . The DSL updates the VCR and involves MASS via a MARF when threshold has been met.
- Gate-keeping procedures are in place to ensure that all staff do not have open access to the information contained in Child Protection files as access is restricted on the confidential drive.
- Teacher-held notes may be kept however all the concerns of a safeguarding/child protection nature must be recorded on purple sheets to ensure a clear pathway for referral.
- The DSL monitors the VCR on a half termly basis
- The DSL will decide when monitoring records indicate sufficient concern to warrant a referral

- Staff have been briefed that all records relating to pupils can be seen by their parents.
- When a child moves school, confidential records are passed on. When the whereabouts of the child is not known, they are referred to CME and their records are archived in school.

8. CHILD PROTECTION CONFERENCES

What is a Child Protection Conference?

It is a meeting to discuss concerns about the care of your child. Its main purpose is to see whether your child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make your child the subject of a Child Protection Plan

What is a Child Protection Plan?

Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

Who will be at the Conference?

Those professional workers who know your family will be invited to share any relevant information they have. These could include teachers, doctors, health visitors, school nurses, probation officers and Social Workers. The police will also attend to share information and help decide future plans.

Are parents/carers invited?

Yes, it is important that parents come to the meeting to give their views and hear what others are saying. Parents may bring a relative, friend or solicitor as a supporter.

At Sandbrook the DSL ensures that staff are trained to produce relevant, concise and professional reports for Child Protection Conferences¹?

9. SUPPORTING PUPILS AT RISK

9.1 'Our school recognises that children who are abused or who witness violence may find it 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. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.

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 support².

¹ The Integrated Children's System used by CSC will ensure that clear records and processes for managing those cases where a protection plan is required for a particular child remain.

² Guidance for schools/colleges on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at www.rbscb.org

9.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) 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;
- (c) 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;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

9.3 This policy should be considered alongside other related policies in school, these include:

- a) Allegations of Abuse Against Staff
- b) Anti-bullying, including on-line bullying
- c) Attendance
- d) Behaviour Management Policy
- e) E-safety
- f) First Aid
- g) Health and Safety
- h) Safer Recruitment
- i) School Security
- j) Special Educational Needs
- k) Staff Codes of Conduct
- l) Supporting Pupils with Medical Needs
- m) Whistleblowing

9.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

Policy Update – January 2018

Review date – September 2019

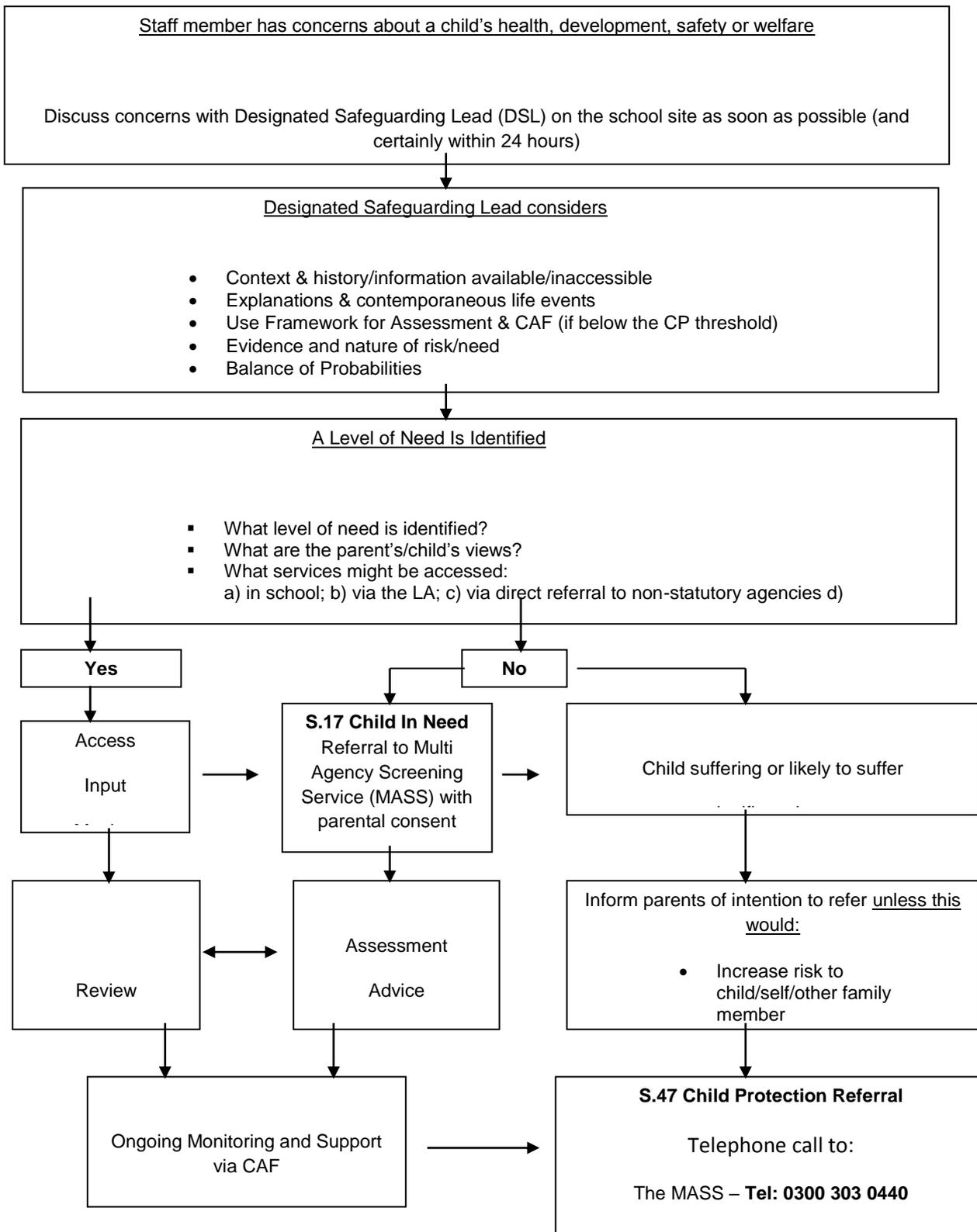
Headteacher

K. All

**Chair of
Governors**

Jane Clarke

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



The Designated Safeguarding Lead in School is **Nicola Carroll**

The Deputy DSL is **Katie Charlton**

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

- Whilst 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 designations of staff);
- 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?

- School staff 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);
- 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 whom, 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/college. 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/college.

APPENDIX 3- PURPLE SHEET APPENDIX 3

Date recorded on CPOMS:

Sandbrook Community Primary School

Child Protection Record of Concern or Disclosure

Complete and pass to Designated Safeguarding lead **Mrs Carroll or Mrs K Charlton (Head) in the first instance.** If neither are available then pass on to one of schools Senior Management Team as soon as possible on the same day.

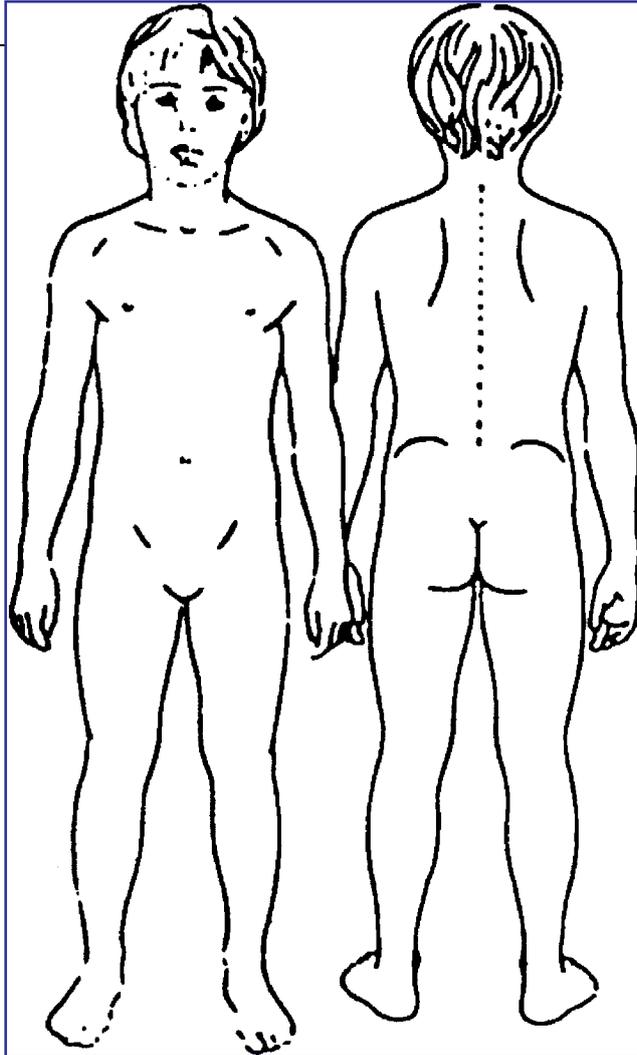
Pupils Name:	Class	Yr:
	DoB:	
Concern identified by: Job Title:	Date:	Time of Incident:
Nature of Concern / details of disclosure / other relevant information.		
<p><i>Use Body Map on reverse where necessary</i></p>		
Action taken by member of staff completing this form, including date and time.		
Children's Needs and Response Framework Assessed at Level	Has child received Early help previously Y/N	
1 2 3 4 5		

Passed to:

Received by:

Date:

Action taken by DSL (or person receiving this form)



Additional Information

The Body Map is intended to be used to record a physical injury to a child particularly if it is felt to be non-accidental or part of a pattern of injuries

It provides a visual record of an injury and an aid to discussing what action to take with Managers, the Police and Medical Staff

It comes with a warning that it should not replace getting a medical opinion and treatment when ever felt to be necessary

Workers should not attempt a thorough medical examination or diagnosis of the injury, it is a record of what can be seen and what has been said

If the child is reported to be in distress or pain or it is an obviously serious injury then medical attention should be sought before any further action is taken

Note who saw the injury, when, and their role in relation to the child

Note as many details about the injury as reported, when it was seen and what was said

Note any explanations given

If you see the child, make observations in the least obtrusive way; do not attempt a medical examination or get them to undress

Note all visible injuries even small marks that in themselves may not be of concern

Note where the injury is, what it looks like, colour, size, shape and condition

Note its condition: Is the skin broken?; Is there any swelling, blistering or bleeding? Does it look fresh or healing?

Is it causing any distress to the child?

Note this on the Body Map in as much detail as possible

Add a written description if this helps and where a drawing doesn't illustrate all of your observations

If the child says anything about the injury note this

If the parent says anything about the injury note this

