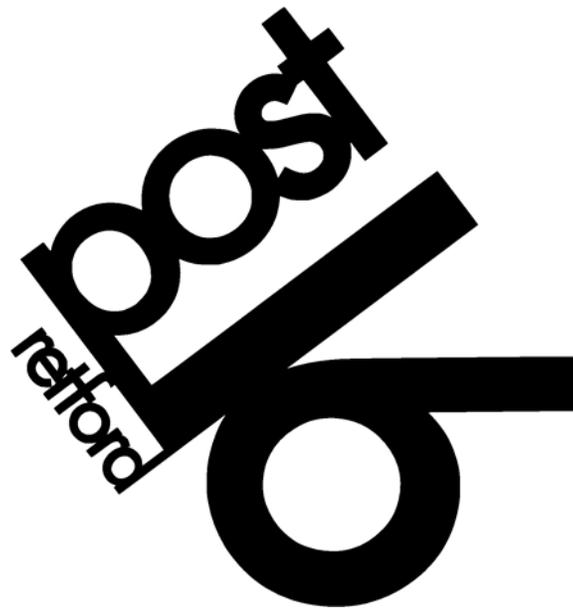


Retford Post 16



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

INTRODUCTION

Retford Post 16 Centre recognises its responsibilities for safeguarding children and protecting them from harm.

The Centre Governing body will review this Child Protection Policy.

Date of last review: September 2016

Date of next review: Autumn Term 2017

Role	Name	Contact Details
Designated Governor for Child Protection	Andrew Knight (R.O prior to Post 16 Governors meeting 17/10/2016)	01777861618
Designated Senior Person for Child Protection	Heather Widdup	01777861618
Designated Deputy Person for Child Protection	Andrew Tomkins/Anne Ashley/Donna Lloyd/Chris West/Teresa Lewin	01777861618
LA Child Protection Contact/LADO	Eva Callaghan	01623 433169
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90

Retford Post 16 Commitment

Our policy applies to all staff, governors and volunteers working in the Post 16 centre and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Academy safeguarding and child protection policy.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2014 and HM Working Together to Safeguard Children 2013 which are incorporated into this policy, and also considers the latest report: Keeping Children Safe in Education (revised May 2016- Guidance to commence September 2016).

SAFEGUARDING

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
Working Together to Safeguard Children 2013 page 7 sec's 1,2.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Students' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour.
- Child sexual exploitation.
- Sexting.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations and forced marriage.
- Radicalisation, the risk of being drawn into terrorism.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our establishment will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe.

Our Academy therefore, led by senior members of staff/governors aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff or others need to raise concerns, these can be to the Academy Director/Designated Person for safeguarding who will coordinate a response. Concerns can be raised directly with Children's Social Care but we would advocate contact with the Centre leads/Designated Person first.

The Designated Safeguarding Lead and/or Centre lead who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

The Policy

There are five main elements to our policy:

- Providing 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 students who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

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

- 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 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, sexual exploitation 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 student health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2014, Part Four pages 30 to 40 and the NSCB Local Inter-agency Procedures http://nottinghamshirescb.proceduresonline.com/core/p_alleg_against_staff.html)
- 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 and children at risk of sexual exploitation.
- Ensure everyone understands they have 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 in Keeping Children Safe in Education 2016 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 Academy 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 student 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 student 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 student through:

- The content of the curriculum.
- A Centre ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The Centre behaviour expectations are aimed at supporting vulnerable students in the centre. The Centre will ensure that the student 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 student such as Children's Social Care (as per the Pathway to Provision), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a student leaves and is subject to a child protection plan or where there has 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 NCC HR Guidance found on WIRED (if schools have bought in to the service) and from DfE Keeping Children Safe in Education 2015, Part Three Safer Recruitment on pages 16 to 29.
- 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.
- NCC HR and the Safeguarding Children in Education Officer advise all schools should consider adopting 'Contact Between Staff and Students Outside the Usual Work Context' policy 2009, this is to be reviewed and updated in due course but remains current and has been agreed with Teaching Unions.
- Staff Code of Conduct (Staff behaviour Policy) is currently being developed by NCC HR and will be placed on HR's section of WIRED in September 2014.
- In the event of any complaint or allegation against a member of staff, the Head of Academy (or the Senior/Deputy Designated Person) if the Head of Academy is not present, should be notified immediately. If it relates to the Head of Academy, the chair of governors should be informed without delay.

- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the SCiEO/LADO and NCC HR where appropriate to the leadership team.

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

- *Accessibility Plan*
- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *BME and Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *Cyber –bullying*
- *E Safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM)*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Physical intervention/positive handling*
- *Register of Student Attendance*
- *School Access Policy*
- *School Behaviour*
- *Sex education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Schools information published on a website*

All Agencies

- *Pathway to Provision (NCC)*
- *Escalation policy (NCC)*
- *Guidance for Head of Academy's and Business Managers when Children are Missing Education*
- *Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB) and the Nottingham City Safeguarding Children Board (NCSCB)*

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
- 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 12 Template: Auditing of Student Records
- Appendix 13 Induction Check list for Safer Recruitment

- **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 Academy ethos and that specific duties are discharged. They will assist 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 students. Our Senior Designated Person will ensure there is a structured procedure within the Academy, which will be followed by all of the members of the Academy community in cases of suspected abuse.

Responsibilities of the Senior Designated Person

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 Academy Director (where the Senior Designated Person role is not carried out by the Academy Director) 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 child protection plan, CiN plan, LAC, EHAF 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 and identify signs of abuse and understand when it is appropriate to make a referral to children's social care.
- 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 as a minimum every two years.

Raising Awareness

The Senior Designated Person will:

- Keep themselves up to date with national and local safeguarding procedures and ensure staff in the school access regular training and updates, bringing to the attention of the Centre Leads and Named Child Protection Governor any shortfalls to enable, resolve and affect positive outcomes.
- Ensure the Centre'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 Centre, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new school, as soon as possible and that it is transferred separately to the main student file. This file will document all concerns as well as child protection and safeguarding concerns.

Roles and Responsibilities of Academy Director Centre Leads

The Leads 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 with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Centre leads will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, Contact between Staff and Students Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, Part one, as a minimum.

Roles and Responsibilities of the Governing Body

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

- Ensuring that the Centre 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 Centre leads 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 Centre leads. 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 Centre'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 the Centre leads 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 Centre'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 student who discloses abuse, or where others raise concerns about them 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.
 - Questioning should not be extensive.
- 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 duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on 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 student.

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 Centre leads or Designated Senior Person will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, 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.

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, eg MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main student record 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), which will be securely stored and away from the main student file. The main student file should have a **red C** in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The concerns file

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 child, CiN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore 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).

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

- A referral to MASH/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 there is:

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

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

Records will be 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; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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 EHAF 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 be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the concern file will 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 each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice

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 the 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 the record of concern. ***NB 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, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an

EHAF should be undertaken, or whether a referral should be made to MASH/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 in the early identification of any concerns which may prevent future harm.

The Senior Designated Person will have 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). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Appendix 5

INFORMATION/FRONT SHEET

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

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)

Student'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 has 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)

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

Appendix 8

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

Student'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, eg 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 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?
- 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.

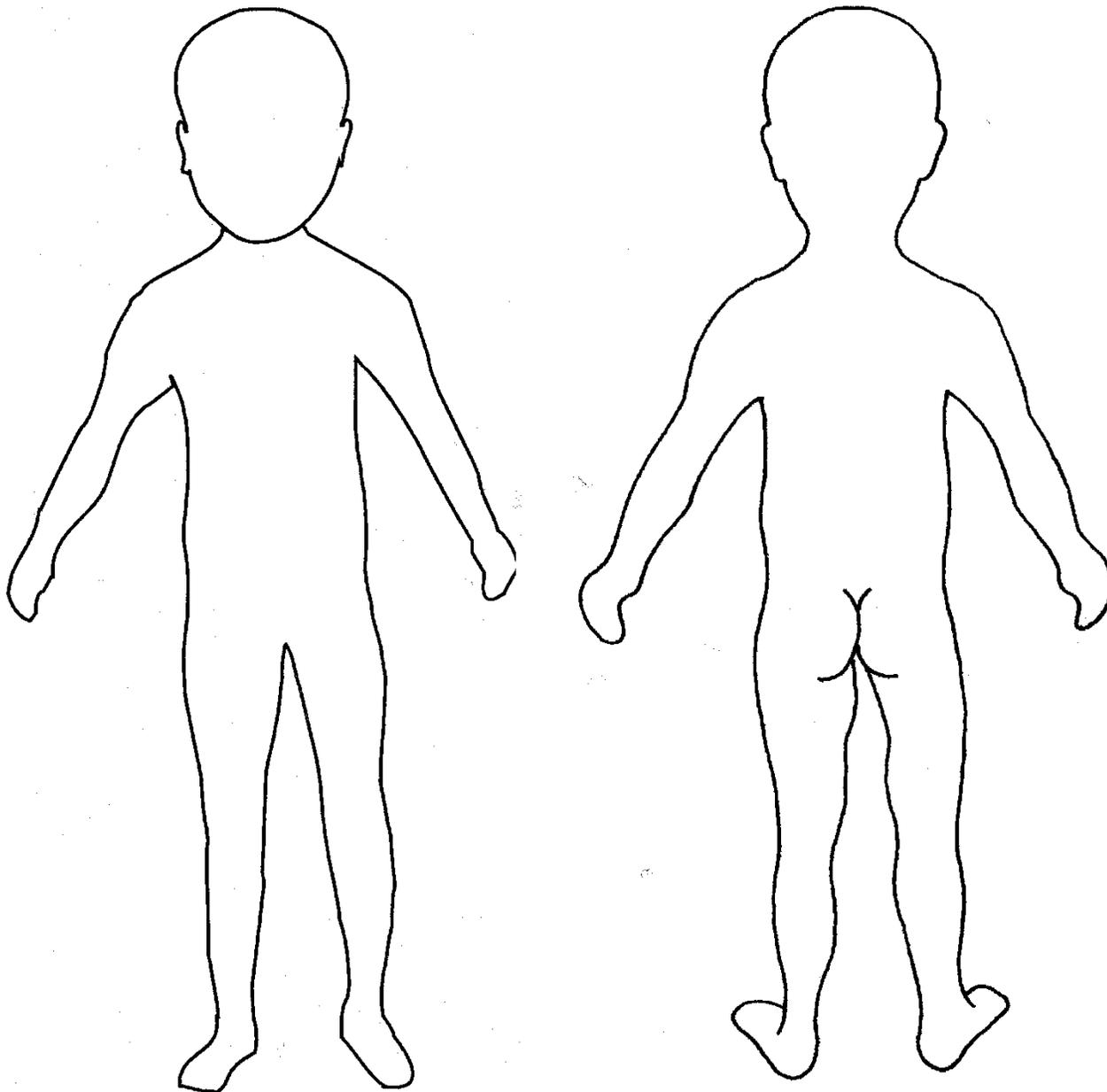
BODYMAP

(This must be completed at time of observation)

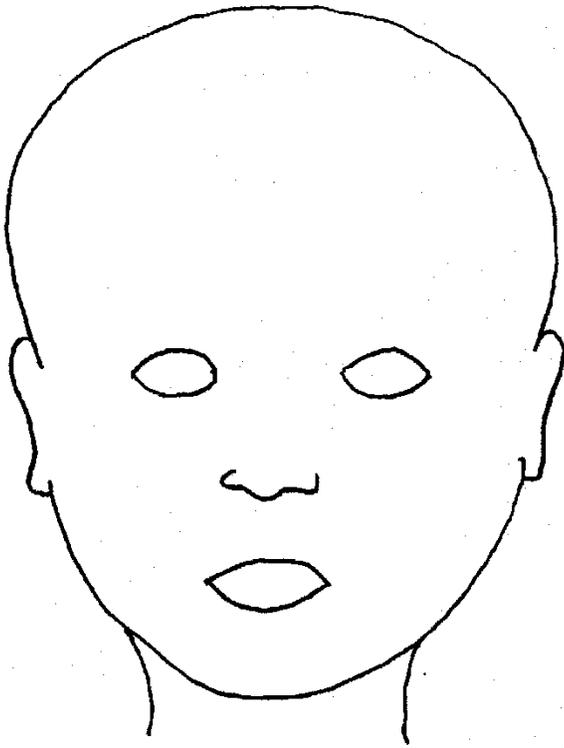
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

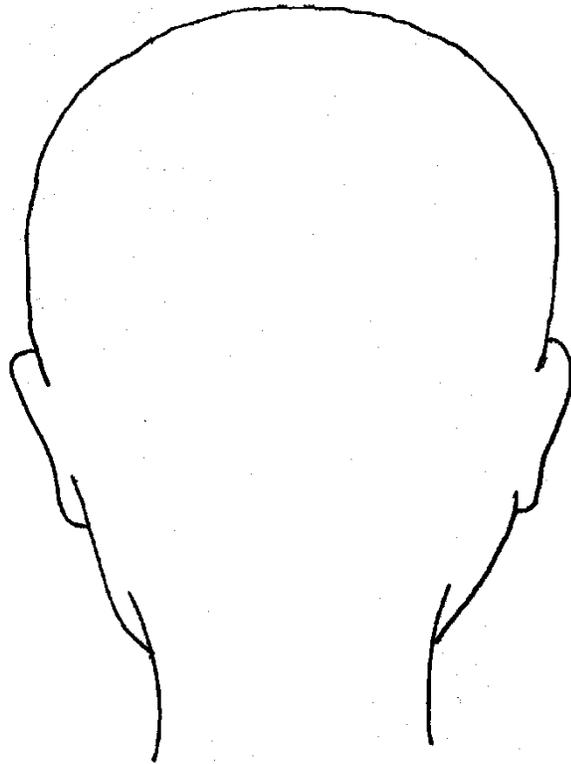
Date and time of observation: _____



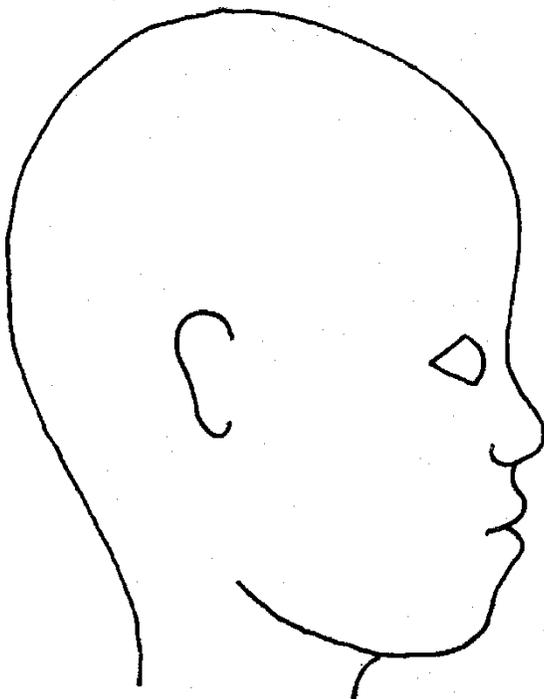
Name of Child: _____ Date of observation: _____



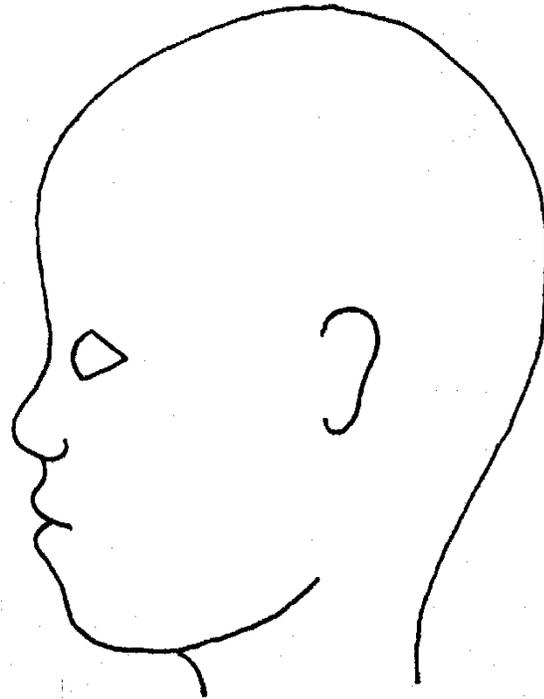
FRONT



BACK

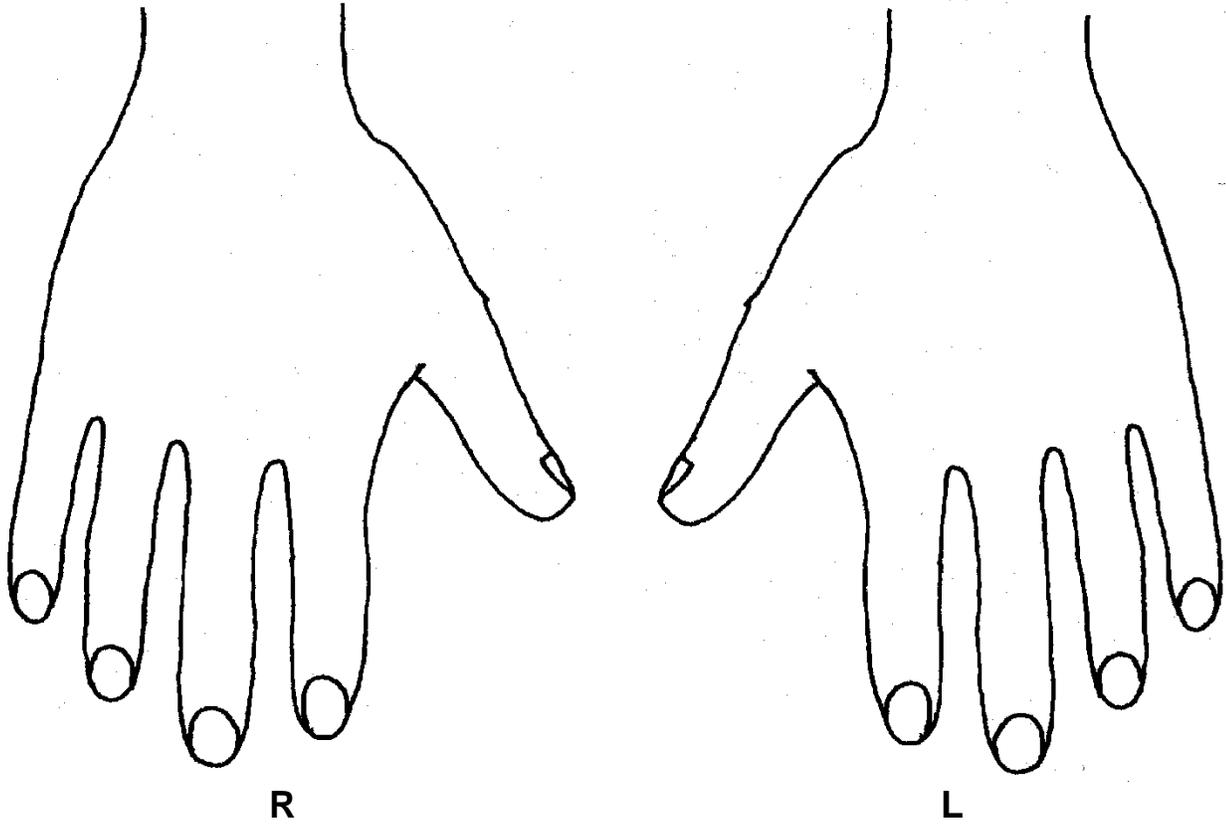


RIGHT

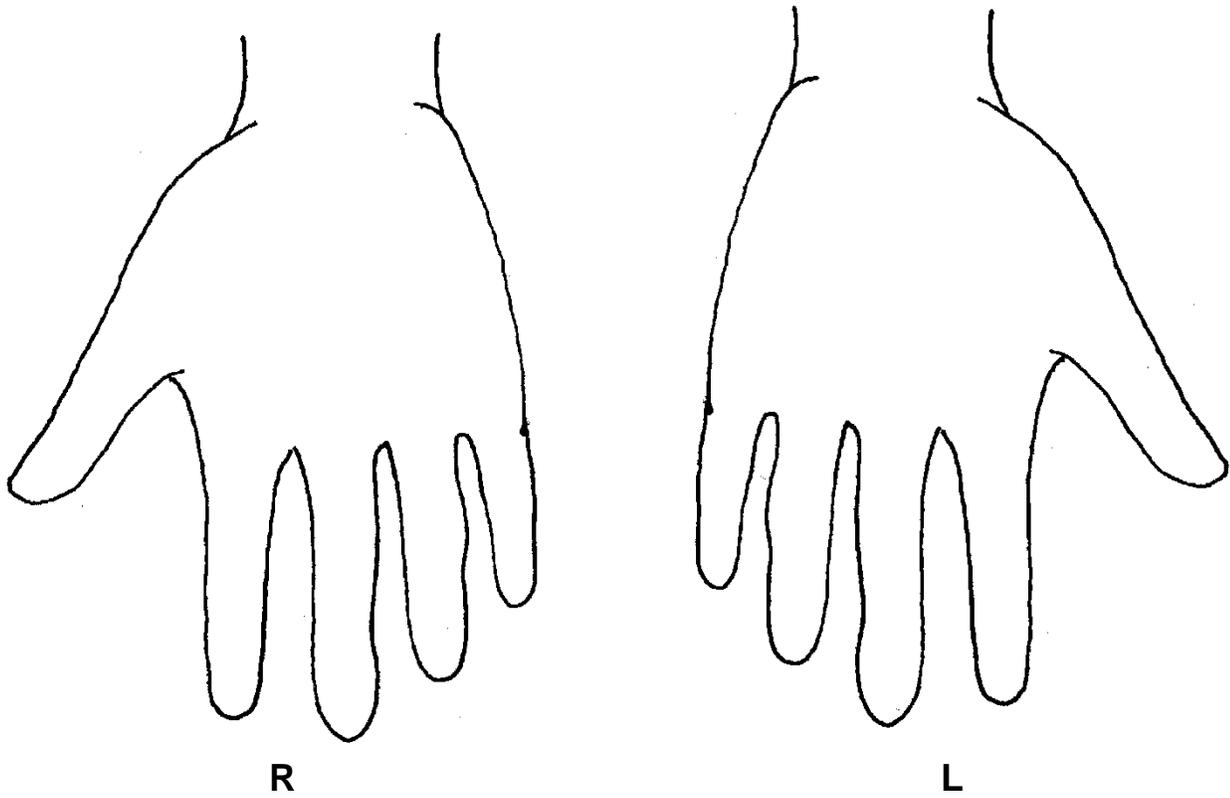


LEFT

Name of Child: _____ Date of observation: _____

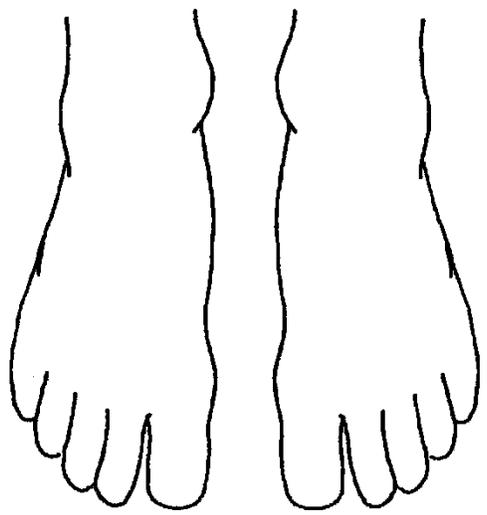


BACK

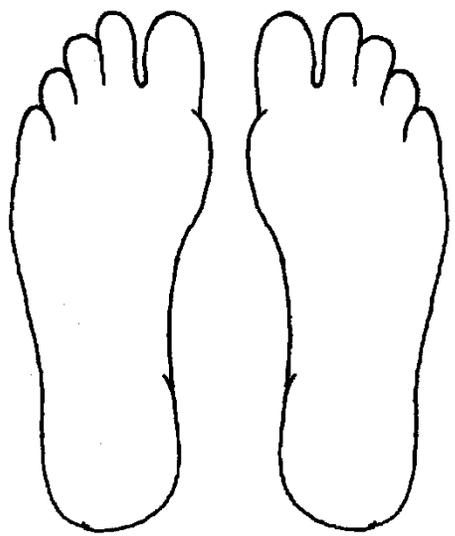


PALM

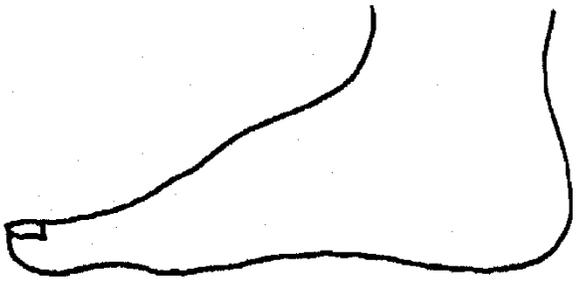
Name of Child: _____ Date of observation: _____



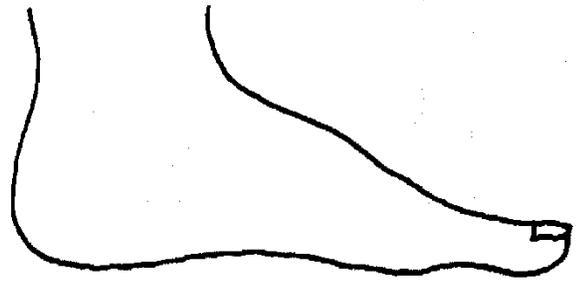
R TOP L



R BOTTOM L

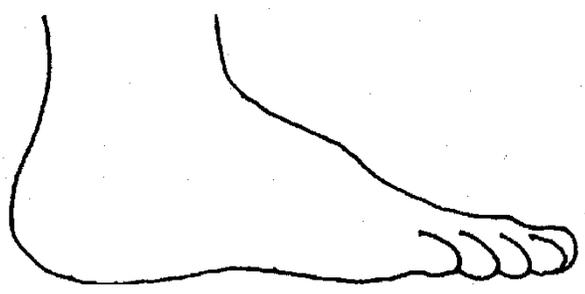


R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Safeguarding Children Data Base

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings

Appendix 12

Auditing of Student Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of student files every year.

Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Governor Compliance Checklist 2015-2016 Question number 17

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of student files each year. The audit could be undertaken by the Academy Director, Deputy Head of Academy, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable students in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in student files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Appendix 13

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main student record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main student file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main student file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to		

another agency. Have these actions been followed through?		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues. 		
If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> i) If the student concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the student at transfer and that a note was made of that discussion. ii) For a student of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the student's concern file delivered to the new school? Is there evidence that the file was received? 		

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

DATE OF REVIEW:	October 2016
SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:	
DATE:	
SIGNED ON BEHALF OF GOVERNING BODY:	
DATE:	
DATE OF NEXT REVIEW:	