



SAFEGUARDING & CHILD PROTECTION POLICY

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Aspire Learning Trust

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INTRODUCTION

(Name of School) fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2018) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The school will therefore:
 - 1.11 Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.
 - 1.12 Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
 - 1.13 Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
 - 1.14 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

(Note: The following section (1.2.5) is for nursery, primary and special schools which are using P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme - further information from Education Child Protection Service).

- 1.15 We use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

(Note: Advice and resources on the teaching of personal safety skills at KS3 and KS4 is available from the PSHE Service or from the Education Child Protection Service.)

Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.

- 1.3.1 All forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

- 1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- 1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the LSCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>.

- 2.2.1 The Designated Safeguarding Lead for Child Protection is:

Sir Harry Smith Community College: Richard Potter

Park Lane: Rob Litten

New Road: Rob Litten

- 2.2.2 The following members of staff have also received the Designated Person training:

Sir Harry Smith Community College: Mrs Wendy Crick, Mrs Elaine Ingham, Ms Anna Greville, Mrs Jill Harwood, Mrs Heather Lovitt, Ms Dawn White, Mr Jonathan Digby, Governor: Fleur Seekins

Park Lane: Mrs Alison Brudenell, Miss Donna Smith, Governor: Mrs Jo Phillips

New Road: Mrs Rachael Bains, Miss Rebecca Marshall, Governor: Mrs Corrine Whitehand

- 2.2.3 The nominated governor for Safeguarding and Child Protection is: **Mrs Jo Phillips**

2.3 The Governing body will:

- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.3.2 Ensure that the role of DSL and DP is explicit in the role holder's job description.
- 2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Child Protection Service and that this training is updated at least every two years.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.
- 2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction.

Staff members are required to complete a logging concern form and pass it in person to the DSL/DP immediately.

- 2.3.6 Ensure that the DSL or DP are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available.
- 2.3.7 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.
- 2.3.8 Ensure every member of staff and every governor knows:
- the name of the designated person/s and their role;

- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter – Agency Procedures on the LSCB website;
- their role in the early help process;
- the process for making referrals to children’s social care.

- 2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.
- 2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.3.11 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus/brochure/website (delete as appropriate).
- 2.3.12 Ensure that this policy is available publicly either via the school website (you may include the website address here) or by other means.
- 2.3.13 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

Liaison with Other Agencies

The school will:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 2.4.2 2.4.2 Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 Notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

2.5 Record Keeping

The school will:

- 2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 2.5.2 Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location.
- 2.5.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2018) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- 2.5.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.
- 2.5.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

- 2.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- 2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- 2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Personnel will:

- 2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 Communication with Parents/Carers

The school will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 2.7.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. [Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board]. Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 2.7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

2.8 Dealing with Sexual Violence and Sexual Harassment between children

The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- 2.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.3 Make decisions on a case-by-case basis.
- 2.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.8.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.7 Liaise closely with external agencies, including police and social care, when required.
- 2.8.8 Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2018), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

SUPPORTING CHILDREN

The school recognises that any child may be subject to abuse and neglect and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.5 Developing productive and supportive relationships with parents/carers.
- 3.6 The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:
- 3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.6.2 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

3.6.4 Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

3.6.6 Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.7 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour

- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.6.8 Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

3.6.9 Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.6.10 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'

3.6.11 Children showing signs of Abuse and/or Neglect

School recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.12 Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.13 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

3.6.14 Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2018). This section should be read in conjunction with the school's Safer Recruitment Policy.
- 4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training

Sir Harry Smith Community College

Designated person: Richard Potter

Others who are CP/designated person trained:

Mrs Wendy Crick

Mrs Elaine Ingham

Ms Anna Greville

Mrs Jill Harwood

Mrs Heather Lovitt

Ms Dawn White

Mr Jonathan Digby

Governor: Fleur Seekins

Park Lane Nursery and Primary School

Designated person: Mr Rob Litten

Others who are CP/designated person trained:

Mrs Alison Brudenell

Miss Donna Smith

Governor: Mrs Jo Phillips

New Road Primary School

Designated person: Mr Rob Litten

Others who are CP/designated person trained

Mrs Rachael Bains

Miss Rebecca Marshall

Governor: Mrs Corrine Whitehand

Aspire Learning Trust lead on Safeguarding: Mrs Jo Phillips

- 4.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix

C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2018).

- 4.4 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2018) and the school's Personnel Manual from EPM Ltd or other HR provider (for subscribing schools).
- 4.5 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.6 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.10 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).
- 4.11 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.12 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

Other Related Policies and Procedures

- 5.1 This policy links to our:

Anti-bullying policy

Attendance policy

Behaviour policy

Complaints procedure
Critical Incident plan
Equality policy
First Aid policy
Health and Safety policy
Intimate Care policy
Lone Working policy
Online Safety and Acceptable Use policy
Physical Intervention and/or Use of Reasonable Force policy
Protocol for children not collected from school at the end of the school day/activity
Safer Recruitment policy
Staff Code of Conduct/Safer Working Practice
Staff Discipline and Grievance procedures
Supporting Pupils with Medical Conditions policy
Whistleblowing policy

Use of Mobile Phones Policy

- 5.2.1 This is a requirement for all Nursery or primary schools with EYFS but any school may wish to adopt the policy.
- 5.2.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

For Nursery and Primary Schools – Section 3 – The Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage

Governing Body Child Protection Responsibilities

- 6.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

6.2 Extended Schools and Before and After School Activities (on or off school site)

- 6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 6.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Appendix A

Four categories of abuse

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers

- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
- children in looking at, or in the production of, sexual images,
- children in watching sexual activities

- or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B

Useful Contacts

Education Child Protection Service – ECPSGeneral@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Multi-Agency Safeguarding Hub – referrals and professional consultation Tel: 0345 045 1362

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Amanda Harrison

Lynn Chesterton

Named Senior Officer for allegations

Education Adviser - Chris Meddle Tel: 01223 703564

Education Adviser – Diane Stygal Tel: 01223 507115

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures

<https://www.cambslscb.co.uk/>

Relevant Documents

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (July 2018)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (October 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

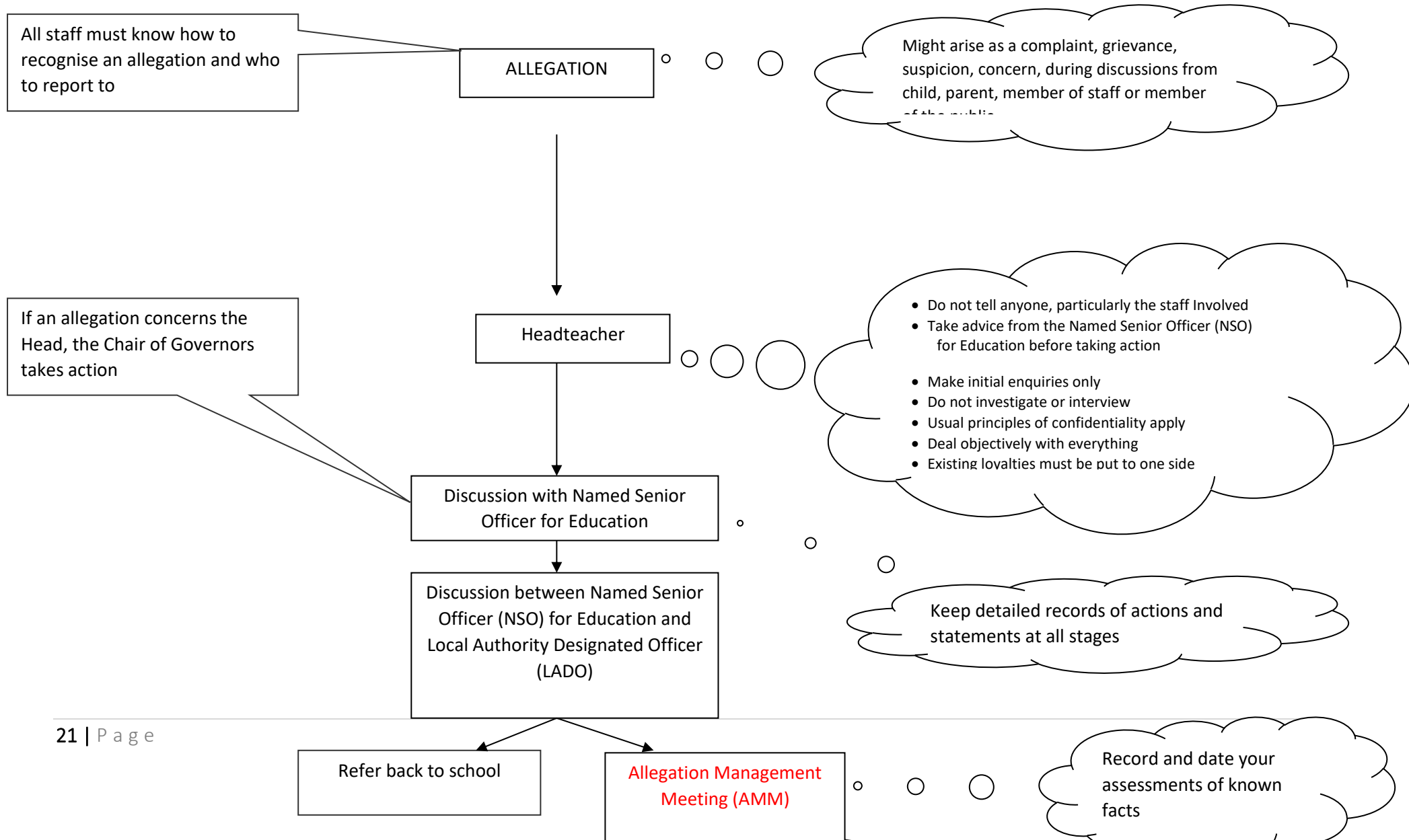
“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

Appendix C

Managing an Allegation Against a Member of Staff in your Establishment



Appendix D

Handout to raise awareness

PARENTS CAN HELP BY:

Communicating:

- always notify us in writing of any change to collection arrangements concerning your child, preferably well in advance.
- make your child aware if they are going to be collected by a different carer.

Being aware:

- that if you are late on a single occasion for a good reason, we will keep your child safe in school until you arrive.
- that if you are late/absent on a number of occasions without explanation we may have to refer to another agency.

Aspire Learning Trust
(Whittlesey)



WORKING TOGETHER TO KEEP YOUR CHILD SAFE

N.B. A copy of the protocol relating to children not collected from school, plus an example of a letter we may send to you in this event, are available from the School Office.

Aspire Learning Trust
(Whittlesey)

**Protocol for dealing
with children not
collected from school at
the end of the day or
approved activity.**

**Information for
Parent/Carers**

September 2018

Appendix E

Guidance On Keeping and Managing Child Safeguarding Records

Best Practice guidance in record keeping for schools

The purpose of this document is to assist the Designated Person in best practice in recordkeeping. It is based on the advice and guidance provided by the Education Child Protection Service in training and is in line with Government guidelines.

Deficiencies and weaknesses in record keeping have been identified in both national and local serious case reviews. Good record keeping is essential in safeguarding, particularly with regard to children who are subject to a child protection plan, children 'in need' or who are identified as vulnerable. Keeping logs of concern also assists in identifying those children who may be in need of early help and intervention.

The Designated Person is responsible for setting up safeguarding files and ensuring that they are kept securely in a locked filing cabinet held separately from the child's main school file. It is their job to seek advice or make a referral using the information gathered from the records.

The Legal Framework

Information about children and their families is defined as **personal data**, i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the General Data Protection Regulations (GDPR) and the Data Protection Act 2018.

"The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe".

("Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", July 2018)

This document seeks to answer the following questions:

- 1.0 Why do we keep records?
- 2.0 What kind of information should be recorded?
- 3.0 How should notes and reports be made?
- 4.0 Where should child safeguarding information be kept?
- 5.0 Who should have access to safeguarding information?
- 6.0 How long should information be kept?
- 7.0 What should happen to the information when a child leaves the school?
- 8.0 Auditing safeguarding files kept by the school

Why do we keep records?

- 1.1 It is a legal requirement and provides evidence of concerns, discussions and actions taken.
- 1.2 It can provide evidence for investigations, enquiries, complaints or court proceedings.
- 1.3 It provides an accurate documented account of our involvement with children and families and supports continuity.
- 1.4 It supports effective working together.
- 1.5 It demonstrates professional accountability.
- 1.6 Put simply – “if it’s not written down, it didn’t happen”.

What kind of information should be recorded?

- 2.1 A record should be made of any information, including hearsay and ‘nagging doubts’, which gives cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a ‘jigsaw’ picture of abuse that should not be ignored.
- 2.2 Recording concerns or observations about a child, no matter how trivial it may seem, helps to ensure schools stay alert to the possibility of abuse. We never know how important an individual’s concern might turn out to be.
- 2.3 Staff should use the Logging a Concern about a Child (See Appendix 1) to record their concerns to ensure all relevant information is included.
- 2.4 All records must include relevant dates, including when the record was made. Signing and dating the records also evidences that the record was made at the time or as soon as possible afterwards.
- 2.5 Sometimes children and young people confide in members of staff about their worries or concerns. These worries should also be recorded as a log of concern. Every small piece of information may become essential and it is important to include the child’s views.
- 2.6 This information should be passed to the designated person so that it can all be kept together in a safeguarding file.
- 2.7 A chronology should be started when a log is received and to record the actions taken. Chronologies are an effective means of keeping track of a case, recording significant incidents and outlining the involvement and communication with other agencies. (See Appendix 3)
- 2.8 If a referral is made to Children’s Social Care, the DP must ensure that a copy of the referral is kept with the safeguarding records.

The duties of all staff members and volunteers

3.1 It is impossible to say, at the time of writing a log of concern, who will

eventually have access to it, or when it may be consulted, months or even years after it was written. Always bear in mind that someone who has no knowledge of you and your school may need to read your record at some stage in the future.

Notes may be hand written or word-processed (but not saved on disc or hard drive). Some schools have opted to move to an electronic recording format such as My Concern which is a secure platform for recording and managing safeguarding records. Whether using a paper-based system, or an electronic one, notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- Child's ethnicity
- A factual account of what happened – use the child's own words wherever possible
- The views and thoughts of the child(ren)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed
- Printed name of the person making the record
- Job title of the person making the record
- Signature

See Appendix 1 Logging a Concern about a Child

3.2 The source of the information should be identified e.g. 'Mrs Bell, a midday

supervisor, informed me that....' Or 'the TA, Mrs Oliver, saw John in the playground at break time...'

3.3 Information should be factual or based on fact. Record what you saw, heard

etc. and try to be specific e.g. 'Jane had 2 circular marks on her arm' rather than 'Jane had 2 cigarette burns on her arm'. Drawing a sketch showing position and size of any marks can be done on the body map included in Appendix 1.

3.4 Opinion is acceptable as long as you can justify it in some way. e.g. 'Sam ran

and hid under the table when his mother arrived to take him home. He appeared to be frightened.'

- 3.5 Make a note of what you have done with the information e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...'
- 3.6 Try to avoid specialist jargon which someone from another agency would not necessarily understand. Comparing where a child may be in relation to his/her peers would be helpful.
- 3.7 If notes have been written on pieces of paper, post its etc, these must also be kept with the record. This is evidence that the note was made at the time of the event or soon after which is important particularly if a case goes to court proceedings.

Additional Duties of the Designated Safeguarding Lead and Deputies (DPs)

- 3.8 The Designated Person should ensure all actions agreed are then recorded on the log and on the chronology.
- 3.9 The DP should also record, on Page 2 of the Logging Concern Form, that the parent has been informed of the concern and also informed that a record has been made **unless to do so would place the child at increased risk of harm.**
- 3.10 There should be a chronology on each Safeguarding file. Chronologies are an effective means of keeping track of a case, recording significant incidents and outlining the involvement and communication with other agencies. (See Appendix 3)
- 3.11 As well as the chronology, files should contain:
- Records from previous schools
 - Child protection conference minutes
 - Core group minutes
 - CIN meeting notes
 - Any Logging Concern sheets
 - Additional information from other agencies
 - Any records of MARAC/Channel Panel discussions
- 3.12 Records must be objective, accurate and written in a professional manner

Where should safeguarding information be kept?

- 4.1 The safeguarding file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Head's or DP's office. Files on extended family members should be kept together and cross-referenced.

- 4.2 A note or symbol should be placed on the cover of the school file for the child, indicating that there is a safeguarding file relating to the child. All staff who may need to consult a child's school file should be made aware of what the symbol means, and who to consult if they see it.
- 4.3 A list should be kept at the front of the cabinet of all the children who have a safeguarding file. This list should state the date the file was started. (Appendix 5)
- 4.4 If a safeguarding file is started for an individual child, the record should have a front sheet in the file which records the child's full name, date of birth, address and information about family members. (See Appendix 2). For example, if John Smith has a sister called Jane Brown, make clear on the file what their relationship is. It would also be good practice to cross-reference files.
- 4.5 If any piece of information is lifted from a file for some reason, a note should be made indicating where the information has gone, and who has it. As a general rule it is best to avoid taking information out of the Safeguarding file but, should this be required, it should be kept to a minimum. (See Appendix 4)
- 4.6 If more than one file exists in relation to an individual child, this should be noted on each file. Also, each file should be dated, and indicate the number of volumes e.g. January 2016, File 1 of 3.
- 4.7 Data protection legislation allows for the storage and sharing of information if it is in order to protect a child.

Who should have access to safeguarding information?

- 5.1 Access to the information on file should be on a **need-to-know** basis among the staff to protect the confidentiality of the child and their family. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Staff need to be given contextual information in order to help support the child concerned.
- 5.2 Safeguarding information should be shared with other statutory agencies where there is concern that a child is at risk of significant harm. For all other information, consideration should be given to the relevance and proportionality of information sharing.
- 5.3 Information should not be released to solicitors without seeking the advice of the legal department (LA schools) or the school's own legal adviser.
- 5.4 A person with Parental Responsibility may make a Subject Access Request in relation to the Safeguarding file. A young person of sufficient age and understanding may also make a Subject Access Request. Take further advice from your Data Protection Officer.

- 5.5 Child protection reports must always be shared with parents prior to the child protection case conference.
- 5.6 If a file is removed from the cabinet, e.g. to a Child Protection conference, or a piece of information is removed, a note should be made of where the information is and who has it. This should, however, be kept to a minimum. (see Appendix 4)

How long should information be kept?

- 6.1 Safeguarding files should be archived at school leaving age – 18 years
- 6.2 Archived Safeguarding files should be kept until the young person reaches the age of 25.
NB: Safeguarding files should currently be kept until the conclusion of the National Sexual Abuse Enquiry not the age of 25.
- 6.3 Any school may end up being the last known school a child attends and so should keep the files until the specified date.

What should happen to the information when a child leaves the school?

At all times – you must know where the file is.

If a child for whom there have been safeguarding concerns (whether subject to a CP plan or not) is moving to another school:

- 7.1 the whole safeguarding file should be sent, separately from the school file, to the receiving school.
- 7.2 it should be marked 'confidential, addressee only' and should be sent to the Headteacher or Designated Person, if known, of the receiving school. Deliver the record by hand if possible, otherwise send it by a Royal Mail tracked and signed for delivery service.
- 7.3 contact the receiving school by telephone to make them aware that there is a safeguarding file and, once sent, ask them to confirm as soon as possible that they have received the file. Record that the file has been received in order to be able to identify its location.

- 7.4 keep a copy of the sent file in case the original gets lost in transit. When the receiving school confirms that they have received it, you may destroy the copy.
- 7.5 for extra security, with more complex cases, you may want to keep a copy of the chronology.
- 7.6 give the name and contact number of the key worker (from Social Care) who dealt with the family if applicable.
- 7.7 should a child leave your school without notice being given by the parent or without the school being advised which new school the child is to attend – that is, the child goes “missing” or becomes “lost” – the school should promptly notify their Education Welfare Officer. If the child is subject to a Child Protection Plan or the school have on-going safeguarding concerns, the school should first immediately notify the local Social Care team.
- 7.8 If a child leaves your school to be Home Educated, inform the Home Education Team that there have been concerns and there is a safeguarding file. The school will need to keep the file.
- 7.9 The transfer of safeguarding records to Post-16 establishments is covered in a separate protocol (See Appendix 6).

Auditing Safeguarding files Kept by the School

- 8.1 The designated person should, as good practice, carry out an occasional audit of the school’s safeguarding files to ensure that adequate records are being kept in an appropriate manner and that procedures are being followed correctly. The Education Child Protection Service has an audit tool available for this purpose – “Audit of Safeguarding Files”, which is at Appendix 9 and for schools using My Concern, Appendix 10.

The audit should include checking that there is:

A front sheet (See Appendix 2) with the following:

- The date the file was started
- Child’s full name, address and DOB
- Child’s ethnicity

- Other family members and their relationship to the child
- Contact name and number in Social Care (if the child is subject to a child protection plan or CIN)
- Name and contact number of GP (if known)
- File cross-referenced with other family members, if appropriate
- A note if there is more than one file.
- Other agencies involved

Conclusion – 4 basic principles

1. Record everything
2. Date and sign everything
3. Keep everything
4. Keep records securely

List of Appendices

Appendix 1 - Logging a concern about a child with body map

Appendix 2 - Front sheet

Appendix 3 - Chronology of Safeguarding Concerns

Appendix 4 - Papers removed from file

Appendix 5 - Children with Safeguarding files

Appendix 6 - Protocol for transfer of records to Post-16 establishments

Appendix 7 - Education Report for Initial Child Protection Conference

Appendix 8 - Education Report for Review Child Protection Conference

Appendix 9 - Audit of Safeguarding files

Appendix 10 – ‘My Concern’ Audit of Safeguarding Files



Log of concern about a child's welfare

Name of School/College		School/College address:	
Child's full name:	Child's date of birth:	Gender:	
Child's ethnicity:	Child's first language:		
Today's date: dd/mm/yy	Time:		
Name and role of person completing the log:			
Date and time of the incident / concern:			
Description of the incident / concern:			
Signature of person completing log:			
Body map completed? YES / NO (If YES, please attach securely)			

Please pass this form immediately to the Designated Person for Child Protection, who should complete the section overleaf.

To be completed by the Designated Person for Child Protection:

Received by:

.....
Designated Person for Child Protection

Initial action taken by the Designated Person:

.....
.....
.....

Has the parent/carer been informed of the concern? **YES / NO** (please circle, as appropriate)

Has the parent/carer been informed that a record of the concern has been made? YES/NO

If YES, state name of parent/carer:

.....

If YES, please state who informed the parent/carer, action taken and the outcome:

.....
.....
.....

If NO, please provide the reason why not:

.....
.....
.....

Date:

.....

Time:

.....

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

Please ensure a record of this log is added to the safeguarding chronology and added to the child's safeguarding file.

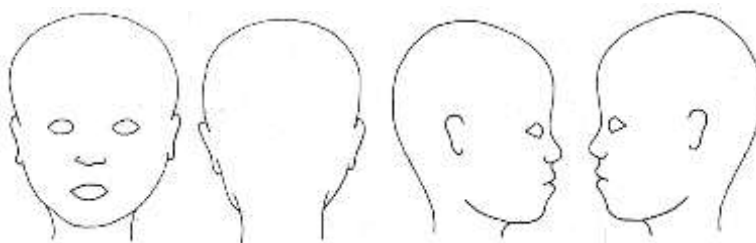
Body map

Full name of child:

Date of birth:

Date body map completed:

Attach body map to log of concern about a child's welfare.

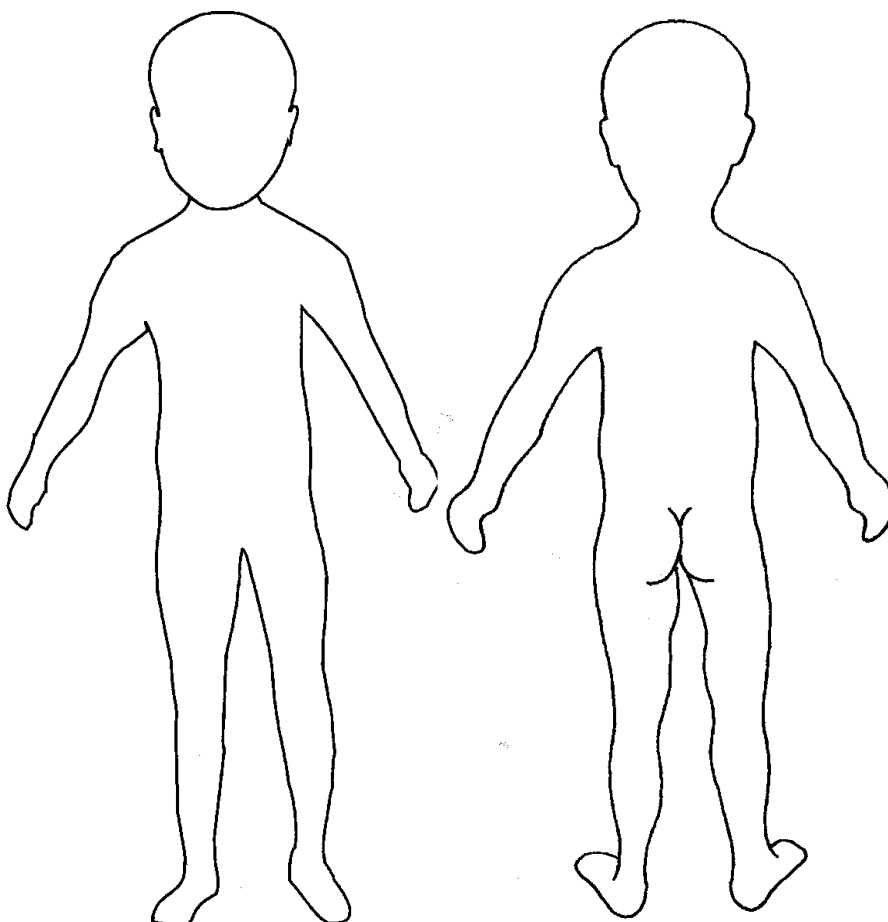


FRONT

BACK

RIGHT

LEFT



Appendix 2

FRONT SHEET: SAFEGUARDING FILE

Date File Started:		File Number:		
Previous school/s	Date file received from previous school	Date file transferred to receiving school	Date file archived	Archive end date (+25 years from DOB)

Full name of child:		Any other names by which child is known:	
Date of birth:		Ethnicity:	
Home Address:		Home contact numbers:	
Other significant family members:			
Name	Relationship To Child	DOB If under 18	Parental Responsibility Y / N
.....
.....
.....

<p>.....</p>	
<p>Name of Social Worker:</p> <p>Phone Number:</p> <p>Social Care Unit:</p>	<p>Have you cross referred to any other CP files relating to this family or another child who is closely connected?</p>
<p>Name and contact details of GP Surgery:</p>	<p>Other agencies involved, including names and contact numbers:</p>

Appendix 3

Chronology of Safeguarding Concerns

School: _____

Chronology of Safeguarding Concerns

Child’s Name:

DOB:

Date	Event	Action by School	Action by Other Agency	Log Y/N	Signed	Review by date

Appendix 4

Papers removed from file

Removed by	
Date	
Description of files	
Reason for removal	
Returned	

Appendix 5

Children with Safeguarding files

Name of child	Date of birth	Previous school/s	Date file received	Date file transferred	Date file achieved	Archive end date (+25 years from DOB)

Appendix 6

PROTOCOL FOR TRANSFER OF SAFEGUARDING RECORDS TO POST-16 ESTABLISHMENTS

Where a pupil of 16+ years is taking up a FE or Sixth Form College place, the Safeguarding file should be sent to the receiving College.

This guidance sets out clear guidance on the procedure for schools and colleges to follow.

There is a joint responsibility on both the schools and receiving post-16 establishments to ensure the smooth transition of safeguarding records and, where necessary, discussion of concerns in order to ensure that appropriate support can be provided for those students.

This protocol is included in the Education Child Protection Service (ECPS) Guidance to Schools on Keeping and Managing Safeguarding Records.

- 1.0 What should happen to information when a student transfers to a post-16 establishment?
- 1.1 Where a student of 16+ years is taking up a FE or Sixth Form College place, the file should be sent to the receiving College.
- 1.2 When the post-16 establishment's enrolment is complete, they should send the request letter to schools asking for any Safeguarding records to be transferred. As students do not always end up at their intended destination, it is important that records are not transferred until a list of enrolled students has been received.
- 1.3 The Education Child Protection Service can provide a list of the Named Designated People for Child Protection at each school. It is the responsibility of the Post-16 establishment to request that list from ECPS.
- 1.4 A copy of the proforma letter to be sent can be found on the Education portal and as part of the Guidance to Schools on Keeping and Managing Safeguarding records.
- 1.5 Schools must respond to the request for records by the Autumn half term.

- 1.6 Schools should ensure that only Safeguarding records are transferred. Any inappropriate or non-relevant records may be returned. E.g. behaviour logs or discipline records etc.
- 1.7 Schools should ensure that they consider the relevance of the information they are transferring. E.g. a concern recorded when the student was in Year 7 and for whom there have been no further concerns may not be deemed relevant.
- 1.8 Where appropriate, the Named DP for each school and college should meet to discuss any concerns in order to ensure a smooth transition for those students.
- 1.9 The last known establishment must retain safeguarding records until the student's 25th birthday.

NB: Safeguarding files should currently be kept until the conclusion of the National Sexual Abuse Enquiry, this may be beyond the age of 25.

Dear

Request for Safeguarding records

I have attached a list of students that I believe have enrolled with us from your school.

If you have any safeguarding records for any of these students, please send them to me in a sealed envelope marked “strictly confidential” as outlined in the Education Child Protection Service’s (ECPS) Guidance to Schools on Keeping and Managing Safeguarding records.

It would also be helpful for you to let me know if there are no safeguarding records relating to students on the list.

If there are any particular concerns I would be happy to meet with you to discuss them in order that we can ensure we provide appropriate support for that student. My contact details are: *****

Any records passed on to me will be kept confidentially in a locked cabinet in accordance with the ECPS Guidance to Schools on Keeping and Managing Safeguarding records and only accessed by the Designated Person for Child Protection at the school/college. If I receive further information or disclosures, it may become necessary to discuss those records with the appropriate external agency.

Please refer to the Protocol for Transfer of Safeguarding records to Post-16 establishments for further information and guidance.

I would appreciate a response to this request by the end of the Autumn half term.

Yours sincerely,

EDUCATION REPORT FOR INITIAL CHILD PROTECTION CONFERENCE

Child's name:	D.O.B
Other known names:	Ethnicity:
Name of school:	Year group:
Date of admission to current school:	
Details of parents/carers	
Name:	Name:
Relationship to child/young person:	Relationship to child/young person:
Parental responsibility Yes / No	Parental responsibility Yes / No

In considering the following questions, please consider the following issues:

- Child's educational progress and achievements
- Child's presentation and behaviour
- Attendance and punctuality
- Child's relationship with peers/staff
- Your observation of the parents' care/interaction with the child
- Parents' relationship with the school

1. What are you concerned about? Include any previous as well as current concerns

2. What is working well?

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5. Next steps In what ways can school support the child/family? What other support do you consider the child/family needs?

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6. Recommendation Does the child need a Child Protection Plan? If so, why?

Signature of staff:	Role:
Print Name:	Date:

EDUCATION REPORT FOR REVIEW CHILD PROTECTION CONFERENCE

Child's name:	D.O.B
Other known names:	Ethnicity:
Name of school:	Year group:
Date of admission to current school:	
Details of parents/carers	
Name:	Name:
Relationship to child/young person:	Relationship to child/young person:
Parental responsibility Yes / No	Parental responsibility Yes / No

In considering the following questions, please consider the following issues:

- Child's educational progress and achievements
- Child's presentation and behaviour
- Attendance and punctuality
- Child's relationship with peers/staff
- Your observation of the parents' care/interaction with the child
- Parents' relationship with the school

1. Significant events since the last conference

2. What are you still concerned about?

3. What is working well?

4. Complicating factors, e.g. issues such as parental health, substance misuse, learning disability, social isolation, poverty (things that impact on parenting but are rarely child protection issues in themselves)

5. Child's views e.g. what is life like for the child at home? What impact has the Child Protection Plan had on the child? How do they feel about it?

6. Next steps In what ways can school support the child/family? What other support do you consider the child/family needs?

7. Recommendation Does the child still need a Child Protection Plan? If so, why?

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Signature of staff:	Role:
Print Name:	Date:

Appendix 9

Audit of Safeguarding files

Name of School:		Type of School:	<input type="checkbox"/> Nursery/ <input type="checkbox"/> Secondary <input type="checkbox"/> Academy Primary <input type="checkbox"/> Post-16 <input type="checkbox"/> Independent <input type="checkbox"/> Special
Date of Audit:			
Completed by:		School staff involved in the audit:	1. 2. 3.
Role:			

1.0	Background	
1.2	Name and position of Designated Safeguarding Lead:	
1.3	Name(s) and position(s) of other DPs in school:	
1.4	Name and position of Prevent Lead:	
1.5	Number of pupils on roll:	
1.6	Total Number of pupils with Safeguarding files:	
1.7	Total number of pupils who are:	
	Subject to an Early Help Assessment	

	Subject to a Child in Need Plan - S17					
	Subject to a Child Protection Plan - S47					
	Children Looked After					
1.8	Since you last reviewed your safeguarding files, how many referrals to the MASH have you made?					
1.9	As the Designated Lead, how frequently do you check through the safeguarding files to ensure they are in order and that no important information has been overlooked?					
1.10	What action did you take as a result of your file review?					
2.0	Safeguarding files	In Place	Not in Place	Working Towards	Action Needed (brief comment)	N/A
2.1	Is there a separate file for each child in the family?					
2.2	Does each file include the following information?					
	File front sheet					
	Logging concern sheets (see below under Section 3)					
	Chronology sheet					
2.3	Does the file front sheet include?:					
	The date the file was started					
	The child's full name					
	Any other names by which the child is known, if relevant					
	Date of birth					

	Address					
	Child's ethnicity					
	Other family members and their relationship to the child					
	Contact number of Social Care team					
	Name of Social Worker (if child is the subject of a Child Protection Plan or CIN)					
	Cross-referenced to other family Child Protection/Safeguarding files, if relevant					
	Name and contact number of GP, if known					
	A note if there is more than one file for the child					
	Other agencies involved					
2.4	Does the chronology sheet include?:					
	Key events, cross-referred to the logging concern sheets					
	Discussions with other people e.g. parents or other agencies.					
	The wishes and feelings of the child					
	Evidence that the file is being regularly reviewed.					

2.5	Does the file include other documents as applicable:					
	Child Protection Conference minutes.					
	Child Protection Plan.					
	Core Group minutes.					
	Child in Need meeting minutes					
	Child in Need plan					
	Early Help Assessments					
	Are records from other schools/settings included?					
	Are letters/reports from other professionals included?					
	Are records of MARAC discussions and actions included, if applicable?					

3.0	Logging Concerns	In place	Not in Place	Working Towards	Action Needed (brief comment)	N/A
3.1	Do all staff use the logging concern proforma provided by the Education Child Protection Service to record concerns about a child? If yes, please go to question 3.3					
3.2	If no, does the form you use contain the following information:					
	Child's/children's name/s					
	Date/s of birth					
	Child's ethnicity					

	Time and date of the incident					
	Time and date of the record					
	Printed name, job title and signature of the member of staff recording the concern					
	A factual account of the incident and actions of referrer					
	A note of any other people involved e.g. as witnesses					
	Proposed action by the designated person					
	Body map					
	Whether the parent(s) have been informed of the concern					
	Please provide a blank copy of any alternative form that you use.					
3.3	Do you ensure logging concern forms are fully completed, timely and clear?					

4.0	Storage of Safeguarding files	In place	Not in Place	Working Towards	Action Needed (brief comment)	N/A
4.1	Are safeguarding files kept separately to other main school files?					
4.2	Are safeguarding files kept in a locked filing cabinet?					
4.3	Are the files accessible by DP/head teachers only?					
4.4	Is there a note or symbol on the child's main school file to indicate that a safeguarding file exists?					
4.5	If yes, are staff that have access to the main school files aware of what the note or symbol means?					
4.6	If there are safeguarding files on extended family members, is there a cross referencing system in place?					
4.7	Is a system in place to indicate when a piece of information has been taken out of the file?					

5.0	Transfer and Archive of Safeguarding files	In place	Not in Place	Working Towards	Action Needed (brief comment)	
5.1	Do you transfer safeguarding files, including logs of concern, to the receiving school when a child moves?					
5.2	Do you keep a record (date and contact details) of safeguarding files that you have transferred to another establishment (if your setting is not the final placement for the child)?					

5.3	Do you note and take appropriate action for files transferred to your school?					
5.4	Secondary Schools only. Do you send files to Post-16 establishments if different from your own?					
5.5	If a child leaves your school and you do not know to which school they have transferred, do you inform the Education Welfare Service?					
5.6	Are you aware that you are now required to archive safeguarding files until the conclusion of the National Sexual Abuse Enquiry?					

6.0	Summary – Strengths
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7.0	Action Plan				
No.	Issue/Area for Development	Action	By Whom	By When	Progress (To be completed at the Review by the Assessor)
1.					
2.					
3.					

4.					
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Completed by:		Date Audit completed:	
Signature:		Review Date:	

‘My Concern’ Audit of Safeguarding Files

Name of School:			Type of School:	<input type="checkbox"/> Nursery/ <input type="checkbox"/> Secondary <input type="checkbox"/> Academy Primary
Date of Audit:				<input type="checkbox"/> Post-16 <input type="checkbox"/> Independent <input type="checkbox"/> Special
Completed by:			School staff involved in the audit:	1.
Role:				2.
Using ‘My Concern’ since:				3.

1.0	Background	
1.2	Name and position of Designated Safeguarding Lead:	
1.3	Name(s) and position(s) of other DPs in school:	
1.4	Name and position of Prevent Lead:	
1.5	Number of pupils on roll:	
1.6	Total Number of open Profiles:	
1.7	Total number of pupils who are:	
	Subject to an Early Help Assessment	

	Subject to a Child in Need Plan - S17					
	Subject to a Child Protection Plan - S47					
	Children Looked After					
1.8	Since you last reviewed your Pupil Profiles, how many referrals to the MASH have you made?					
1.9	As the Designated Lead, how frequently do you check through the Pupil Profiles or the 'audit trail' to ensure they are in order and that no important information has been overlooked?					
1.10	What action did you take as a result of your review?					
2.0	Pupil Profiles	In Place	Not in Place	Working Towards	Evidence/Action Needed (brief comment)	N/A
2.1	Have you developed a system to ensure continuity of record keeping between hard copy and the online system?					
2.2	Is there a separate Profile for each child in the family?					
2.3	Are family members 'associated' or 'linked'?					
2.4	Is data pulled through from SIMS/other school MI system?					
2.5	Is the Profile fully populated?:					
	The date the file was started					
	The child's full name					
	Any other names by which the child is known, if relevant					

	Date of birth					
	Address					
	Child's ethnicity					
	Other family members and their relationship to the child					
	Contact number of Social Care team					
	Name of Social Worker (if child is the subject of a Child Protection Plan or CIN)					
	Name and contact number of GP, if known					
	Other agencies involved					
2.6	Does the chronology include?:					
	Key events					
	Discussions/communications with other people e.g. parents or other agencies.					
	The wishes and feelings of the child					
	Evidence that the Profile is being regularly reviewed.					

2.7	Does the Pupil Profile include uploads of documents from external agencies as applicable:					
	Child Protection Conference minutes.					
	Child Protection Plan.					
	Core Group minutes.					
	Child in Need meeting minutes					
	Child in Need plan					
	Early Help Assessments					
	Graded Care Profiles					
	Domestic Violence Risk Indicator Matrix					
	Are records from other schools/settings included?					
	Are letters/reports from other professionals included?					
	Referrals to Social Care					
	Are records of MARAC or Channel Panel discussions and actions included, if applicable?					

3.0	Logging Concerns	In place	Not in Place	Working Towards	Evidence/Action Needed (brief comment)	N/A
3.1	Do all staff use the My Concern online system?					

3.2	Do you have an alternative hardcopy system for those without access to a school PC e.g. volunteers/governors?					
3.3	If so, do you have a process to ensure hardcopy documents are uploaded to the online system?					
3.4	Have you provided guidance to staff to ensure they are aware of the need to delete original files from their PCs after uploading to My Concern?					
3.5	Do staff use the online body map appropriately including adding descriptions?					

4.0	Maintenance and Management of My Concern	In place	Not in Place	Working Towards	Evidence/Action Needed (brief comment)	N/A
4.1	Under 'admin settings' are you using the '2 factor authentication' process?					
4.2	Are you using 'body maps'?					
4.3	Have you maintained the 'local policies' section under 'Resources'?					
4.4	Have you selected as a minimum the following 'categories'?					
	Alternative Provision					
	Child In Need					
	Child Protection					
	Criminal Exploitation					

	Domestic Abuse/Violence					
	Early Intervention					
	Health/Medical					
	Looked After Child					
	MASE					
	Prevent					
	SEND/EHCP					
	Young Carer					
4.5	Do you have systems in place to allocate and monitor concerns?					
4.6	Do you have a process in place for dealing with 'urgent' and 'high priority' cases?					
4.7	Do you have a process in place to follow up on uncompleted tasks?					
4.8	Do you have an induction session in place for new staff?					
4.9	Do you have a process in place to ensure the system is being used appropriately?					

5.0	Transfer and Archive of Pupil Profiles	In place	Not in Place	Working Towards	Evidence/Action Needed (brief comment)	N/A
5.1	Have you managed the transfer of Pupil Profiles to the receiving school when a child moves?					

5.2	Do the DPs in school oversee the transfer of Pupil Profiles that you have transferred to another establishment (if your setting is not the final placement for the child)?					
5.3	Do you note and take appropriate action for files transferred to your school including uploading key documents/cross-referencing etc.?					
5.4	Secondary Schools only. Do you send files to Post-16 establishments if different from your own?					
5.5	If a child leaves your school and you do not know to which school they have transferred, do you inform the Education Welfare Service?					
5.6	Are you aware that you are required to archive Pupil Profiles until the conclusion of the National Sexual Abuse Enquiry?					

6.0	Recent system upgrades (Summer 2018) and adopted:	In place	Not in Place	Working Towards	Evidence/Action Needed (brief comment)	N/A
6.1	Redaction					
6.2	Document sign-off					
6.3	File Transfers (inc. not transferring concerns)					
6.4	Admin functionality for 'monitored' and 'high priority' cases					

6.5	Archiving 'Notification Groups'					
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7.0	Summary – Strengths					
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8.0	Action Plan				
No.	Issue/Area for Development	Action	By Whom	By When	Progress (To be completed at the Review by the Assessor)
5.					
6.					
7.					

Completed by:		Date Audit completed:	
Signature:		Review Date:	