



HERITAGE SCHOOL

*per ASPERA ad ASTRA*

# Heritage Education Group Safeguarding & child Protection Policy 2.18.11

This policy is reviewed annually to comply with local regulations and accreditation standards.

Approved by	Ildar Nafikov
Date issued	07 May 2020
Scope	
Responsible	Head of School
Date of next review	15 Aug 2020



## 1. POLICY DETAILS

Title	Description
Policy Title	Safeguarding and Child Protection Policy
Purpose	We want all our children to achieve their full potential through providing a safe and caring environment in which they can thrive and develop into confident, healthy and well -balanced individuals.
Scope	Students, Staff, Parents
Prepared by	
Date issued	
Issue number	
Person responsible	
Review date	
Approved by	
Reference to other policies	Cambridge Registration Standards and Quality Documents (Mission and educational values) Council of British International Schools (COBIS) Accreditation Standards (2A-2C) British Schools Overseas (BSO) Standards (Parts 2 and 3)

## 2. RATIONALE AND PURPOSE

We believe that all children have the right to be safe in society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere; through our teaching and learning, pastoral support and care for both pupils and school staff; through establishing strong, positive relationships with parents which allow us to work in partnership; and through providing appropriate training for school staff.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously and handled with sensitivity.

Every pupil should feel safe and protected from any form of abuse. We recognise that the safety and protection of pupils is the responsibility of all school staff and volunteers and we acknowledge that children can be abused physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse, as the health, safety and protection of all children is paramount.

Every member of staff recognises that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability or abuse in today's society. We recognise, therefore, that the duty to prevent children from being drawn into terrorism is an aspect of safeguarding.

We believe that on a practical day-to-day basis, safeguarding also encompasses issues such as: pupils' Health and Safety; the medical needs of children; providing first aid; school security; staff recruitment; visitors to the school; off site visits; and also e-safety, bullying, drugs and substance misuse, physical contact with pupils and their restraint etc.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE and other curriculum subjects that will equip the children with the necessary skills and awareness to stay safe from abuse and to know who to turn to for help.

## 3. AIMS

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and



promoting the welfare of children, and protecting them from abuse

- To ensure that all school staff are aware of what action to take when dealing with any child protection issue
- To work with other schools and agencies to share good practice in order to improve this policy.

Our policy and our commitment at Heritage School is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care and:

- to ensure that we establish and maintain procedures for safer recruitment in checking the suitability of staff and volunteers to work with children and young people and developing sound working relationships with parents and support agencies;
- to protect each pupil from any form of abuse, whether from an adult or another pupil;
- to be alert to signs of abuse both in the school and from outside;
- to deal appropriately with every complaint or suspicion of abuse, radicalisation or extremism;
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- to support children who have been abused in accordance with his/her agreed child protection plan;
- to ensure that where abuse is suspected by another child, then child protection procedures will be applied to both children;
- to be alert to the medical needs of children with medical conditions;
- to operate robust and sensible health & safety procedures;
- to take all practicable steps to ensure that school premises are as secure as circumstances permit;
- to operate clear and supportive policies on drugs, alcohol and substance misuse;
- to consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our schools or in our local area, including assessing the risk of radicalisation and extremism, and the procedures to follow if concerns arise;
- to inform the Designated Safeguarding Lead (DSL) of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations ; and
- to also inform the DSL of any person connected to the school who is considered to be unsuitable to work with children.

#### **4. RESPONSIBILITIES FOR POLICY AND PROCEDURES**

##### 4.1. The Designated Safeguard Lead / Head of School

In line with Keeping children safe in education 2018 the School has a senior member of staff (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

The Designated Safeguarding Lead for the Heritage School is NAME, who can be contacted on

##### 4.2. The Designated Safeguard Lead will:

- ensure the implementation of this policy and co-ordinate the child protection procedures in the School
- ensure that the school operates within the Russian legislative framework and recommended guidance
- develop effective working relationships with agencies and services
- be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection, and act as a source of advice within the school
- advise and act upon all cases of suspected or actual problems associated with child protection



(including radicalisation) reported to him/her

- provide support for any child at risk
- ensure everyone connected with the school is aware of this policy
- familiarise school staff with the policy and procedures and ensure they have read the required documentation as outlined in Keeping children safe in education 2018
  - Safeguarding policy
  - Part 1 including Annex A of KCSIE 2018
  - Behaviour Policy
  - Anti-bullying policy
- ensure that pupils are made aware of:
  - basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
  - how to keep themselves safe in various situations - Anti Bullying policy and Online Safety Policy
  - opportunities in forums such as the School Council to review the Anti -bullying Policy and the School Rules, and to raise safeguarding concerns.
- ensure all incidents are recorded, reported and kept confidential, and monitor the keeping, confidentiality and storage of records in relation to child protection and pass such records on securely should the child transfer to a new educational provider
- make and record all child protection referrals
- keep a confidential Child Protection Register of all those pupils known to be at risk
- work closely with the Chief Academic Officer and keep the Chief Academic Officer informed of all actions unless the Chief Academic Officer is the subject of a complaint
- be trained in child protection policy and procedures, and renew training every three years (Level 3 trained)
- keep up to date with all new guidance on safeguarding children
- keep all school staff up to date with any changes to procedures
- maintain an ongoing training programme for all School employees, including induction
- organise appropriate training for school staff and governors
- organise appropriate training for all volunteers wishing to work in the school
- annually review the policy

#### 4.3. School staff and volunteers

School staff and volunteers should:

- treat children's welfare as paramount
- understand their role and responsibilities to safeguard and promote the welfare of children
- be familiar with the school's procedures and protocols for safeguarding and promoting the welfare of children
- know who to contact to express concerns about a child's welfare
- know when and how to refer any suspected case of harm or abuse to the DSL
- know when and how to refer any suspected case of harm or abuse to other outside agencies
- undertake appropriate training including Level 2 refresher training at 2-yearly intervals (to identify signs of harm and abuse, including indicators of vulnerability to radicalisation and on how to respond to a child)
- be aware of the impact and effects of abuse and neglect on children
- be alert at all times to the indicators of abuse or neglect and the risks which individual abusers or potential abusers may pose to children
- work co-operatively with the parents, unless this is inconsistent with the need to ensure the child's safety



- recognise when a parent or carer has problems which may affect their capacity to provide effective or appropriate care, or which may mean they pose a risk of harm to a child
- share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances
- contribute as necessary at all stages of the Child Protection process
- contribute to regular review of the outcomes for the child, against specific shared objectives
- be committed to full co-operation with all other agencies in the interests of safeguarding children
- ensure that they conduct themselves correctly at all times and do not put themselves at risk

#### 4.4. Parents

Parents are:

- asked to work in partnership with the School in order to establish excellent home-school relationships by sharing all information which will help to promote the welfare of their child
- aware that we have a responsibility for the welfare of all our pupils
- aware that we have a duty to investigate and act appropriately if we have any concerns about a child
- aware they will be informed of our actions, depending upon the circumstances and outcome of the investigation.

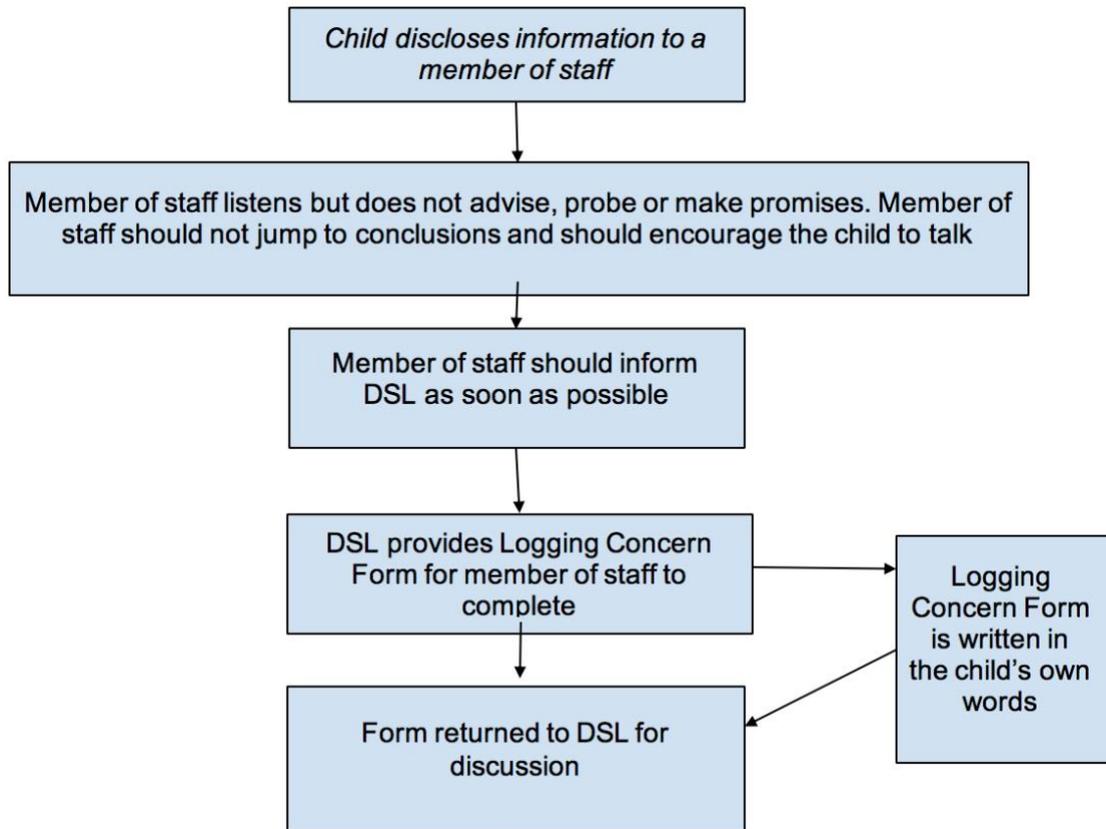
#### 4.5. Pupils

Pupils must be made aware of:

- who the Designated Safeguard Lead is within the school
- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges; and
- how to keep themselves safe in various situations (including online/internet safety and responding to bullying).
- Every year the school will ask the views of all pupils by issuing a digital "wellbeing" questionnaire and asking age appropriate questions such as:
- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

## 5. PROCEDURES AND GUIDANCE FOR REPORTING CONCERNS

5.1. If a pupil informs a member of staff that they or another young person are being abused, the staff member should follow the procedure outlined in this flow diagram:



## 5.2. Staff should:

- show the pupil that they have heard what the pupil is saying, and that they take their allegations seriously
- encourage the pupil to talk, but not prompt, jump to conclusions or ask leading questions
- not interrupt when the pupil is recalling significant events and not make the pupil repeat their account
- explain what actions they will then take, in a way that is appropriate to the age and understanding of the pupil
- not promise to keep what they have been told secret or confidential, as they have a responsibility to disclose information to those who need to know: reporting concerns is not a betrayal of trust
- report their concerns to their line manager or (if appropriate) the DSL
- write down as soon as they can, and no later than 24 hours, what they have been told, using the exact words if possible
- not confront the alleged abuser
- not worry that they may be mistaken; they will always be taken seriously by the DSL. It is better to have discussed it with somebody with the experience and responsibility to make an assessment
- make a note of the date, time, place and people who were present at the discussion.

A failure to act may lead to a more serious outcome.



## 6. GUIDELINES FOR DEALING WITH A REPORT OF ABUSE

- If the pupil is in danger or needs medical attention, make sure the relevant emergency service is informed;
- If in a group situation, arrange to meet the pupil individually at the earliest possible convenience;
- Reassure the pupil that he or she is not to blame;
- Accept what they say – it is not your role to investigate or make judgments;
- Stay calm and do not rush into any action that may be inappropriate
- Reassure them that they are doing the right thing in telling someone and tell them what you are going to do to help.
- Do not allow your shock or distaste to show.
- Do not speculate or make assumptions.
- Do not make negative comments about the alleged abuser.
- Do not delay emergency action to protect a young person.
- Do not investigate or question that young person.
- Do not ask the pupil to remove or adjust clothing if bruises are observed.

You must not investigate any allegations yourself; to do so could create serious problems at later stages of any proceedings.

6.1. If a member of staff has concerns about, or suspects that a child may be a victim of abuse they should:

- Make a record in an accurate, concise and clear form;
- Immediately inform the DSL (as soon as practical, provided the child is not in immediate risk of danger)
- Submit an appropriately completed Cause for Concern form to the DSL as soon as practical, and no later than 24 hours after the concerns were raised.

6.2. If a parent makes a disclosure to school, the Designated Safeguarding Lead:

- should meet with the parent and record all relevant details
- will assure the parent that the school will take the matter seriously
- will explain that he/she may have to take advice from other agencies about the disclosure
- will contact the parent when a decision has been taken and how to proceed.

## 7. GUIDANCE AND PROCEDURES FOR RECORDING INFORMATION

ALL concerns about child protection (including those relating to suspected radicalisation) must be reported in writing on the Cause for Concern Form

- If a disclosure is made by a child, the adult must keep a sufficient written record of the conversation.
- The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence.
- Record any observed injuries or bruises on a map of the body if applicable.
- The record should be dated and signed by the person making it and should use names, not initials.
- The record must be kept securely and handed to the Designated Safeguard Lead. All information should be treated confidentially and handled sensitively.

## 8. REPORTING TO THE DESIGNATED SAFEGUARD LEAD

If staff members are unsure they should always speak to the DSL. In exceptional circumstances, such as in emergency, where there is a risk of immediate serious harm to a child or a genuine concern that appropriate action has not been taken, staff members can speak directly to outside agencies such as:

## 9. ACTION BY DESIGNATED SAFEGUARDING LEAD



The DSL will:

- Meet with the child, following the guidance on questioning pupils
- Seek a medical examination or treatment for the pupil with the School Nurse / Doctor, if appropriate
- Take steps to protect the informing pupil as appropriate. Ensure that the pupil is aware that confidentiality cannot be guaranteed but that the matter will be disclosed only to people who need to know, and the child will know who these people are. If the allegation involves abuse by other pupils, it is likely that the pupils against whom the allegation has been made will need to be told.
- Meet with any pupils against whom an allegation has been made and follow the interview protocols as outlined above to develop an understanding of what has happened and to provide information to support these pupils too, in terms of further actions and involvement of others.
- Ensure the parents of any of the pupils involved are aware of the allegation.
- Refer the matter to the relevant external agencies for all of the children involved, as appropriate.
- Ensure that a reference is made on the child's main school file using the incident form, and that there is a record on the School Child Protection file.

## 10. INVOLVEMENT OF PARENTS OR CARERS

The school will discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making a referral to an appropriate care agency or child psychologist. However, this will not be done where it would put the child at risk. The child's views should be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues.

## 11. SUPPORT

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence. School staff and volunteer helpers who feel distressed as a result of being involved with a case or incident will receive support and counselling.

## 12. COUNSELLING

The welfare of pupils is the school's over-riding consideration, and a pupil should feel confident in approaching any member of staff for help or advice about their work, activities or relationships. Pupils are also encouraged to seek counselling help inside or outside the school if they are able to do so.

## 13. CONFIDENTIALITY AND SECURITY INFORMATION

It is imperative that confidentiality is observed at all times as the protection, health and well-being of the child are paramount. However, the duty of confidentiality is not absolute, and may be breached where this is in the best interests of the child and in the wider public interest.

School staff have a professional responsibility to share information with other professionals who are investigating a case.

A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. All child protection records are regarded as confidential and will be kept in a secure place.

### Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.



## 14. TRAINING

All staff receive appropriate safeguarding and child protection training which is regularly updated.

- on induction to the school
- at appropriate times throughout the academic year

In addition, all staff receive safeguarding and child protection updates. All staff are Level 2 trained.

A record of all staff training is kept.

## 15. DEALING WITH ALLEGATIONS AGAINST SCHOOL STAFF, SCHOOL VOLUNTEERS, OR ANOTHER PUPIL

This policy covers the procedures that will be set into operation in the event that an allegation of abuse is made against any member of staff who is employed at the school. The allegations could concern the abuse of one, or more pupils. They could also concern the abuse of children who are not connected with the school. The procedures cover the initial actions, those taken during the investigatory phase and the actions taken in the aftermath. They cover situations when allegations are found to have no substance, situations when they are shown to be well-founded, and situations when an employee's behaviour, although possibly unwise, or even incompetent or negligent, fell short of being criminal in either action or intent.

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- Former pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headteacher or other designated person but if another member of staff is told first, he/she will ensure that the Headteacher or other designated person is informed immediately.

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

We will respond promptly and sensitively to the legitimate concerns of the victim and his family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,



- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned.

Our priority is to safeguard the children in our care. We will give all the support that we can to a pupil who has been abused. The Headteacher, together with the SMT where appropriate, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, or other agencies involved to identify the support strategies that will be appropriate.

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or a Trade Union representative.

We will always consider whether an alternative to suspension might be appropriate.

Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- For a teacher, ensuring that a second adult is always present in the classroom.

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath.



However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

Allegations found to be malicious should be removed from personnel records and should not be referred to in employer references.

## 16. CONFIDENTIALITY

A member of staff who raises a concern is entitled to have his/her name protected from being disclosed by the Headteacher to the alleged perpetrator, without his/her prior approval.

However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

## 17. POLICY REVIEW

This policy was reviewed on 20th May 2020 and will be reviewed on or before 31 August 2021.

## 18. APPENDIX 1 TYPES OF INDICATORS OF ABUSE

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.



**Some Physical and Behavioural Indicators of Abuse (Not exhaustive)**

**Physical Abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FI).

**Physical indicators**

- Scratches
- Bite marks
- Bruises in places difficult to bruise
- Burns
- Untreated injuries

**Behavioural indicators**

- Self-mutilation tendencies
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Undue fear of adults
- Fearful watchfulness

**Emotional Abuse**

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It is sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this is not always the case.

**Physical indicators**

- Speech disorders
- Wetting or soiling
- Signs of mutilation
- Frequent vomiting

**Behavioural indicators**

- Rocking, thumb sucking
- Fear of change
- Chronic runaway
- Poor peer relationships
- Attention seeking behaviour

**Neglect**

Neglect can have a very damaging impact on a child's life. Child neglect has four main areas: **Physical** — lack of basic needs like food, clothes etc. **Educational** — lack of support in learning. **Emotional** — ignoring the child, failing to encourage, isolation or rejection. **Medical** — failure to give health care including dental health.

**Physical indicators**

- Constant hunger
- Exposed to danger, lack of supervision
- Inadequate, inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Tiredness

**Behavioural indicators**

- Listlessness
- Lack of peer relationships
- Low self esteem
- Compulsive stealing or begging



**Sexual Abuse**

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This does not have to be physical contact, and it can happen online. Sometimes the child will not understand that what is happening to them is abuse. They may not even understand that it is wrong.

**Physical indicators**

- Soreness / bleeding in genital area
- Itching in genital area
- Stained or bloody underwear
- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises on inner thighs or buttocks
- Anorexia or Bulimia
- Substance or drug abuse

**Behavioural indicators**

- Chronic depression
- Inappropriate language or sexual knowledge for age group
- Sexual advances towards adults or other children
- Low self-esteem
- Fear of darkness
- Wariness about being approached by anyone

**Peer Abuse (bullying)**

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be: **physical** like hitting or kicking; **taking belongings**; **sexual harassment**; **name-calling**; **insulting**; **spreading rumours**. **Cyber-bullying** is on the increase and includes: texting; social media comments or sending malicious e-mails.

It's important that schools have a culture where everyone is safe and included and that they step in quickly to stop bullying.

**Physical indicators**

- Sleep disorders
- Wetting the bed
- Physical evidence of fighting
- Constant complaining of feeling ill or being sick, especially in the morning
- Loose bowel movements

**Behavioural indicators**

- Unwillingness to mix with peers
- Preferring isolation
- Fear of attending school
- Absence from school

**Child Sexual Exploitation**

Children don't volunteer to be sexually exploited and can't consent to their own abuse. They are forced or coerced. CSE includes:

- the exchange of sexual activity for payment
- the production of indecent images
- grooming
- trafficking.

Raising awareness with children and young people is an important part of educating them to stay safe and speak up.

**Physical indicators**

**Behavioural indicators**



<ul style="list-style-type: none"><li>• Child going missing for periods of time or regularly returning home late</li><li>• Skipping school or being disruptive in class</li><li>• Appearing with unexplained gifts or possessions that can't be accounted for</li><li>• Experiencing health problems that may indicate a sexually transmitted infection</li><li>• Using drugs and/or alcohol</li><li>• Showing signs of unexplained physical harm, such as bruising and cigarette burns</li></ul>	<ul style="list-style-type: none"><li>• Having mood swings and changes in temperament</li><li>• Displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")</li></ul>
---	--

Historical Abuse: There may be occasions when a child or adult discloses abuse which occurred in the past. This 'historical abuse' must be treated in exactly the same way as any other disclosure or suspicion of current child abuse; the abuser may still represent a risk to children.



**INFORMATION FRONT SHEET**

<b>Full Name:</b>	<b>DOB:</b>	<b>Class:</b>	<b>SEN Register:</b> Yes No	<b>EAL Register:</b> Yes No
<b>Home Address:</b>		<b>Telephone:</b> <b>E mail:</b>		
<b>Status of file and dates:</b>				
OPEN				
CLOSED				
TRANSFER TO				
RECEIVED FROM				
<b>Any other child protection records held in school relating to this child or a child closely connected to him/her?</b> <b>YES/NO WHO?</b>				
<b>Members of household</b>				
Name	Relationship to child	Over the age of 18	Tel No	
<b>Significant Others (relatives, carers, friends, childminders, etc.)</b>				
Name	Relationship to child	Address	Tel No	
<b>Other Agency Involvement</b>				
Name of officer/person	Role and Agency	Tel. No	Email	Date



**CHRONOLOGY**

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

**LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE**

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>What is the pupil's account/perspective?</b>		
<b>Professional opinion where relevant.</b>		
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>		

**Check to make sure your report is clear to someone else reading it.**

**Please pass this form to the Designated Safeguarding Lead.**

Part 2 (for use by DSL)



<b>Time and date information received, and from whom.</b>	
<b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b>	
<b>Action taken (referral to children’s social care/monitoring advice given to appropriate staff) with reasons.</b>  <b>Note time, date, names, who information shared with and when etc.</b>	
<b>Parent’s informed? Y/N and reasons.</b>	
<b>Outcome</b>  <b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b>	
<b>Where can additional information regarding child/incident be found (e.g. pupil file, confidential information document)</b>	
<b>Signed</b>	
<b>Printed Name</b>	

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



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

**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 take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services.**

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

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

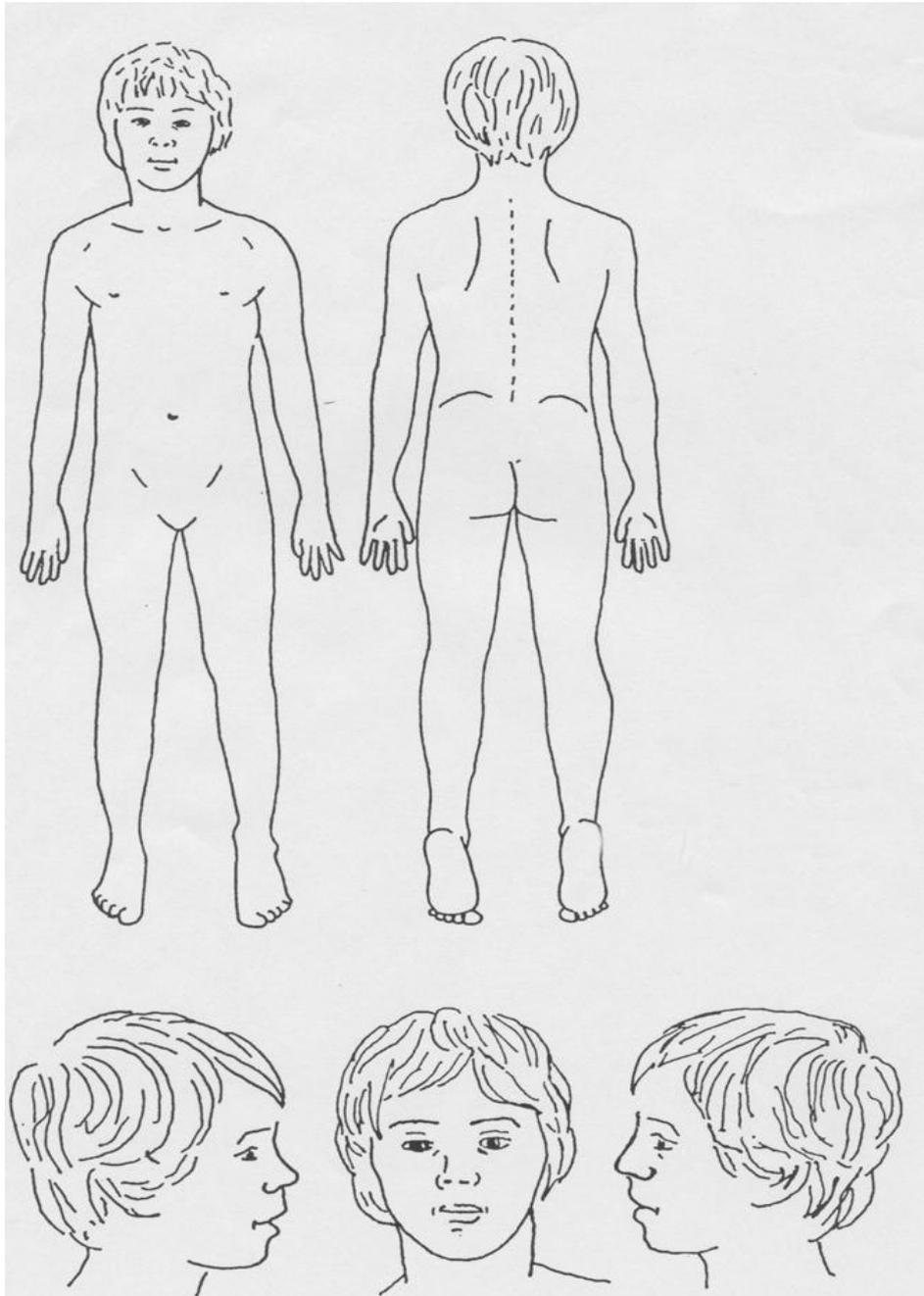
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

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

Name of Pupil

Date and Time of Observation





---

<b>Audit Date:</b>	<b>Audit completed by:</b>	<b>Other members of staff involved:</b>
<b>Further immediate follow up action required:</b>  Yes / No	<b>Feedback given to:</b>	<b>Other information:</b>

**Details of further action if necessary:**

**Signature:**

**Date:**