



PS/PD01
Whole School Policy for
Safeguarding
Incorporating Child
Protection

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This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Dignity at Work policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2018)

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 11th December 2018. It is due for review on in December 2019.

1. Purpose and Aims:

The purpose of Paces' safeguarding policy is to ensure we:

- Are committed – developing a robust culture of vigilance
- Build resilience – raising awareness of safeguarding and child protection issues, and equipping children with strategies and skills to keep themselves safe
- Establish a safe environment – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- Support vulnerable pupils – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- Prevent unsuitable people – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children. And to maintain an active vigilance thereafter

The aim is to follow the procedures set out by Sheffield Safeguarding Children's Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018 by:

- Knowing that safeguarding and promoting the welfare of children is everyone's responsibility, and the voice of the child is evident
- Protecting children and young people at our school from maltreatment
- Establishing a safe environment in which our children can learn and develop within an ethos of openness
- Preventing impairment of our children and young people's health or development
- Ensuring young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offer children a balanced curriculum including PHSE, healthy relationship education and online safety
- Offering children and young people a balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Understanding that no single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.

- Undertaking the role so as to enable children and young people at our school to have best outcomes.
- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding and embed safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

- 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 this school.

Our policy applies to all staff; paid and unpaid, working in the school including Governors.

- The school follows the guidance set out by Sheffield Safeguarding Children's Board policies and procedures. www.sscb.org.uk. In addition to this we liaise with other placing authorities ensuring that where necessary we follow their policies and procedures.

2. Ethos:

The child's welfare is of paramount importance, we are a child centred school.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of **it could happen here where safeguarding is concerned.**

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (Keeping Children Safe in Education 2018)

3. Key Principles

The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- At Paces School we have a Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training as required in KCSIE 2018, and also receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff.

- The school has clear induction processes for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2018; Dignity at work; our Behaviour Policy; our response to children who go missing from education, the role of the DSL and this Safeguarding Policy.

- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.

- 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (Working Together 2018)

'All staff should be aware of the early help process and understand their role in it. (KCSIE 2018).

This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)

- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. See Appendix One and Two for essential contact details relating to Safeguarding contacts for all our placing Local Authorities.

- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.

- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.

- The school will follow the Sheffield Children's Board's or the relevant placing local authority procedures and provide them with information as required.

- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
- All Paces school policies, which support our ethos of safeguarding, will be inter linked with this Safeguarding Policy.

4. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE2018). 'Keeping Children Safe in Education',

This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 of this guidance.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

A child in need is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

5. Roles and responsibilities:

At Paces School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

With our school the following people have specific Safeguarding roles:

The Designated Safeguarding Officer (DSL):	Eva Sebeszta (Lead Conductor)
Deputy Designated Safeguarding Officer (DDSL):	Sam Rowland (Senior Conductor Assistant) Gyorgyi Fellner (Lead Conductor)
Person responsible for Online safety:	Emma Davies (Senior Conductor Assistant)
Looked after children:	Eva Sebeszta (Lead Conductor)
Safeguarding Governor:	Charlotte Kukstas

The role of the DSL and DDSL

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2018. 'Keeping Children Safe in Education',

The DSL/DDSL will undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated in line with Sheffield Safeguarding Children's Board requirements. In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through meeting other DSL's, meeting with the Safeguarding governors, assessing email updates and reading statutory guidance.

The DSL continually develops an understanding of the community the school serves, the risks and resilience.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent School at child protection conferences and core group meetings.

The DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL will support staff that make referrals to First Response.

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and also support staff that make referrals to the Channel programme

The DSL (if the Headteacher) will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required. The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSCB training strategy and KCSIE 2018 recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

The DSL monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the General Data Protection Act. Safeguarding and child protection records

are kept separate from academic records and that there is a clear recorded process of transfer of records to all new education settings (e.g. nurseries, schools, colleges, pupil referral units). Chronology case management systems at the front of all children/young people's files are there to give clarity on summary/recognition of cumulative low-level concerns which need to be monitored.

DSL has developed systems for case management which is detailed, accurate, secure written/electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly. Systems are compliant with General Data Protection Act.

DSL ensures systems are in place to induct new staff/governors is robust and monitored and non-compliance shared with Senior Leadership Team/Governance body. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Designated Safeguarding Lead/Governing Body/Head Teacher encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school/college may put in place to protect them.

DSL has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded. DSL will liaise with the Headteacher inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation. DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member) DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

The Governing Body should ensure that:

- They comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in the schools is effective.
- School has a senior lead to take leadership responsibility for the organisation's safeguarding arrangements.
- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare, which are followed by all staff.

- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk and to help prevent the risks of their going missing in future.
- An appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description.

Designated Lead Teacher for Looked After and previously Looked After Children

The Governing body must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

The designated Teacher is: **Eva Sebeszta**

6. Safer Recruitment:

Our school pays full regard to DfE guidance 'Keeping Children Safe in Education'. Please see our Safer Recruitment policy.

To summarise; we ensure that all appropriate measures are applied in relation to everyone who works in our school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks. Paces School will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check;

- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

7. Working with Parents/Carers

At Paces we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area.

The school follows legislation that aims to act in the best interests of the child. When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm. We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. Early Help- raising concerns about a child.

The Designated Safeguarding Lead will ensure staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'professional curiosity and respectful uncertainty' where safeguarding is concerned.

When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention. For guidance with what to do when there is concern for a child, refer to the flowchart in Appendix One.

If the child & family need early support from other agencies, the DSL or the DDSL will:

- With consent, complete an Early Help Assessment (EHA) form part 1 (for single issue) or Family Common Assessment (FCAF) (for multiple issues) & send securely to Multi-Agency Support Team (MAST) to discuss at a Team around the Family (TAF) or Early Help Gateway (EHG) Meeting to coordinate support

If there are complex needs or if the support given has not had a positive outcome the DSL/DDSL will:

- Complete an FCAF/MyPlan/ with the parents, carers & any practitioners who are already involved
- Obtain consent to share this information with the required services (using an interpreter if the family do not speak/understand English well)
- Send the information securely to Multi-Agency Support Team (MAST) to discuss at the Multi-Agency Complex Case Panel (MACCP)
- Attend the MACCP to discuss the assessment and what services are available to offer support

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

All concerns about a child should be recorded in the appropriate way.

At Paces we have forms for recording:

- An initial concern about a child and any early help provided.
- A serious concern form
- An accident report form
- Incident report forms

Training is given to staff with regards to completing this paperwork to ensure that all necessary and relevant information is captured. (see Appendix 3) For guidance regarding recording and transferring information safely please see Appendix 8.

9. Types of abuse

The term 'abuse' is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse

Physical abuse is a form of abuse which 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.

Signs of physical abuse can include:

- injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- respiratory problems from drowning, suffocation or poisoning;
- untreated or inadequately treated injuries;
- bruising which looks like hand or finger marks or caused by an implement;
- cigarette burns, human bites; or
- scarring, scalds and burns.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of

emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex), or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs of sexual abuse displayed by children may include:

- Pregnancy
- sexually transmitted infection/diseases;
- pain/itching/bleeding/bruising/discharge to the genital area/anus/mouth;
- urinary infections;
- difficulty walking or sitting or standing;
- persistent sore throats; or
- stomach ache.

Neglect

Neglect is the 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect include:

- the child seems underweight or is very small for their age, or their weight deteriorates;
- the child seems very overweight for their age;
- they are poorly clothed, with inadequate protection from the weather;
- they are often absent from school for no apparent reason; or persistently arrive late: or
- they are regularly left alone, or in charge of younger brothers or sisters.

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example, they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- refuse to participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school;
- lack confidence or have low self-esteem.

Children with Special Educational Needs and/or Disabilities Children with special educational needs (SEN) and/or disabilities are statistically more vulnerable to child abuse, including peer on peer abuse. Additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adult

- unrealistic expectations of the child i.e. demand a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to or overtly rejects the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light;
- refuses offers of help for the child's problems; or
- is isolated physically/emotionally.

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10. Dealing with a Disclosure of Abuse

When a pupil discloses abuse to a member of staff that member of staff must:

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why

- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym T.E.D : Tell me. Explain. Describe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms (See Appendix 3)
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible. The information should then be passed, in a timely way, to the DSL/DDSL.

The DSL/D will refer a child or young person that is 'suffering or likely to suffer significant harm':

- immediately to the social worker (or their manager) if one is allocated to the child
- If no allocated social worker, immediately to Sheffield Safeguarding Hub, tel. 0114 2734855

For further guidance on sharing information please see Appendix 5.

11. Allegations regarding Person(s) Working in or on behalf of School

Where an allegation is made against any person working in or on behalf of the school that he or she has, behaved in a way that has harmed a child or may have harmed a child, possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children then this must be reported immediately to the **Headteacher**.

Where there are concerns about the headteacher, this should be referred to the **Chair of governors**.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded.

It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office (LADO) immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter. See Appendix 4 for details of all placing authorities and their LADO's.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the LADO should also be accompanied by consultation with Kirklees – Duty and Advice Team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation.
- The head teacher will inform the Chair of Governors of any allegation against a member of school staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from the HR advisor employed by the school.
 - The employee will be suspended only if there is no reasonable alternative.
 - There will be a definite outcome from all investigations, even if the assumed member of staff resigns.
 - The Disclosure and Barring Service (DBS) and other regulatory bodies will be notified if a person has been dismissed or removed due to safeguarding concerns, or WOULD HAVE BEEN had they not resigned. THIS IS A LEGAL REQUIREMENT AND FAILURE TO REFER WHEN THE CRITERIA ARE MET IS A CRIMINAL OFFENCE.

12. What should staff do when they have concerns about safeguarding practices within school?

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team.

Paces School has a Whistle Blowing policy in place outlining appropriate procedures that are in place for such concerns to be raised with the senior leadership team. Staff are made aware of this policy during their induction and a copy of the policy is in the staff policy folder.

Where a staff member feels unable to raise an issue with their employer, or feels their concerns are not being addressed, other whistle blowing channels may be open to them.

The NSPCC whistle blowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding children protection failures internally or have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 from 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk

13. Children missing from education.

Paces School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. Likewise, our school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus, we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. (the attendance policy can be found on our website, or a paper copy can be requested from the office). Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future. Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

Paces School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Paces School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll. Paces School understands that it is essential that the school contacts the Local Authority Children Missing Education Team on 0114 2736462 to inform them where any pupil from Sheffield has been absent for 10 consecutive days without a reason being provided for the absence. For children from different authorities the appropriate contact should be made.

The school must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered missing.

14. The Prevent duty.

Under section 26 of the Counter-Terrorism and Security Act 2015, Paces School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty, staff have received information and training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty.

If staff do identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator/DSL will decide whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Sheffield Local Authority Prevent contact is Hannah Appleyard.

Paces School will also incorporate the promotion of fundamental British Values into the PSHE in order to help build pupils' resilience and enable them to challenge extremist views.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming. Risk Reduction:

The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, antibullying policy and other issues specific to the school's profile, community and philosophy.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Eva Sebeszta.

15. Private fostering.

Private fostering is defined as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more (including occasional short breaks).

A 'close relative' is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage/civil partnership. A 'private' foster carer can be:

- Extended family e.g. a cousin or great aunt
- A friend of the family
- The parent of a friend of the child
- Someone unknown to the child or young person's family

How is responsibility shared?

- The private foster carer is responsible for providing day-to-day care of the child or young person & promoting & safeguarding their welfare
- Private foster carer's rights come from the voluntary agreement made with the parent
- Responsibility for safeguarding and promoting the child or young person's welfare remains with the person(s) with parental responsibility.

'Private' foster carers may be entitled to support and financial help. The Sheffield Families Adopters and Carers Team (FACT) will assess the arrangement to see what is in the best interests of the child, including:

- listening to what the child wants
- arranging support for the child and the carer
- helping carer to apply to be a private foster carer
- ensure that the child's cultural, linguistic and religious needs are being met
- undertake regular visits to see the child & carer
- signpost to other agencies as necessary If they think the arrangement is unsuitable they will decide what action to take to safeguard the child's welfare.

Host families: If arrangements for students under 16 (under 18 if disabled) to live with a UK host family for 28 days or more e.g. as part of a school trip or exchange programme, this will be considered as a "private fostering" arrangement.

The Children Act 1989 places a duty on:

- Parents
- Any person who proposes to privately foster a child under 16 years old
- All professionals involved (including education settings) ... to notify the local authority of an intention to begin a private foster care arrangement immediately or within 6 weeks of it starting.

Research shows there are 10,000 children & young people in Britain living in informal fostering arrangements unknown to local authorities. This can make children vulnerable to abuse.

Additional information regarding types of abuse.

Child Sexual Exploitation.

Paces School is aware that Child Sexual Exploitation (CSE) 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. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017).

Staff have been made aware of some of the key indicators of CSE by training provided by DSL. These are as follows:

- Can affect any child or young person (male or female under the age of 18 years.
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or do not take part in education

In addition, Paces School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum e.g. Healthy Relationships. If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to the placing authorities Safeguarding Team. Paces School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

Child criminal exploitation - County Lines

A geographically widespread form of harm that is a typical feature of county lines criminal activity is the criminal exploitation of children and young people. This is usually through engaging them into gangs and using them to carry money or drugs from urban areas to suburban and rural areas, market and seaside towns. Staff should be aware of the signs of criminal exploitation such as children missing education. More information can be found in KCSIE (2018).

Domestic abuse:

‘Any incident or patterns of incidents of controlling, coercive, 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’. (KSCIE 2018)

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Advice on identifying children who are affected by domestic abuse and how they can be helped is available on the NSPCC website www.nspcc.org.uk

Homelessness:

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL should be aware of contact details and referral routine in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral into children’s social care where a child has been harmed or is at risk of harm.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by a number of names including “cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to honour based violence". With effect from 31 October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When any member of the teaching staff discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Guidance Documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4M
- Multi Agency Statutory guidance on Female Genital Mutilation Further guidance to be found on Female Genital Mutilation Act 2003

Forced marriage

Forced marriage is a crime in England and Wales. This can occur when an individual (male or female) is forced to marry without their full consent, when they do not have the capacity to consent (i.e. they have learning needs) or where they are coerced to marry either through psychological/emotional threats or other means. More information can be found in KSCIE (2018).

Sexual Violence and Sexual Harassment Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them. It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

Sexual Violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, Page | 26 e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This

may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow Paces' safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). Schools behaviour policy will support any sanctions.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new things such as clothes or mobile phones that they can't or won't explain;
- have access to drugs and alcohol;
- go missing from home or school;
- display behavioural changes;
- have sexual health issues; or
- present as suicidal, self/harming, feeling depressed, unworthy. In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming.

Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit the signs listed below and if an individual exhibits some or all of these signs, it does not mean that they are a sex offender:

- Overly affectionate behaviour with a child
 - Affording special attention or preferential treatment to a child
 - Excessive time spent alone with a child outside of the classroom/school
 - Frequently spending time with a child in private or isolated areas
 - Transporting a child to or from the school
 - Making friends with a child's parents and visiting their home
 - Acting as a particular child's confidante
 - Giving small gifts, money, toys, cards, letters to a child
 - Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child
- Safeguarding and Child Protection Policy and Procedure 17 September 2018
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child

PACES HIGH GREEN SCHOOL
PACES PROJECT - POLICY & PROCEDURE DOCUMENT PS/PD 01
SAFEGUARDING CHILDREN AND YOUNG PEOPLE
APPENDIX 2

Who to contact within our setting about safeguarding concerns

The Designated Safeguarding Lead in this setting is:	
Name:	Mrs Eva Sebeszta
Job Title:	Conductor Teacher
Contact Tel:	0114 2845298

The Deputy Child Protection Officer in this setting is:	
Name:	Mrs Samantha Rowland
Job Title:	High Level Teaching Assistant
Contact Tel:	0114 2845298

To discuss safeguarding concerns about the behaviour of any member of staff, student or a volunteer contact the people below:			
Name:	Mrs Eva Sebeszta	Mrs Ruth Liu	Mrs Samantha Rowland
Job Title:	As above	Acting Headteacher	High Level Teaching Assistant
Contact Tel:	0114 2845298	0114 2845298	0114 2845298

To further discuss safeguarding concerns about in the school, contact:	
Name:	Dr Spencer Pitfield
Job Title:	Chief Executive Officer
Contact Tel:	0114 2844488

To discuss safeguarding concerns with a member of the governing body please contact the following people:		
Name:	Angela Sandhal	Dr Charlotte Kukstas
Job Title:	Chair of Governors	Safeguarding Governor
Contact Tel:	0114 2845298	07393 985675

To discuss safeguarding concerns about the behaviour of any staff in this setting contact:		
Name:	Local Authority Designated Officer, (LADO) and Prevent: Hannah Appleyard. Email: lado@sheffield.gcsx.gov.uk	
Job Title:	As above	Safeguarding Children & Independent Reviewing Service:
Contact Tel:	0114 2734850	0114 273 4934

To discuss concerns about possible wrongdoings in this setting, contact the nominated person in our whistleblowing policy, who is:	
Name:	Mrs Ruth Liu – see separate policy for additional contacts
Job Title:	Acting Head Teacher
Contact Tel:	0114 2845298



Paces School for Conductive Education

Safeguarding Record Keeping

September 2018

Contents

These forms are for Designated Safeguarding Leads (DSLs) working within Education Settings.

- **Welfare Incident / Concern Form - 'The Green Form'**
- **Sample Safeguarding Record – Front Sheet**
- **Chronology of Events**
- **DSL record of Action / Contacts**
- **DSL detailed record of Actions/Decisions/Meetings**
- **Record of DSL meetings**

Concern form



Paces School for Conductive Education

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil/Child name	Date of birth and Year Group/Class
Name and position of person completing form (please print)	
Date of incident /concern: (DD MM YY)	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Signature: (name of member of staff)	Date form completed (DD MM YY):
Role:	
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)	
Signature of DSL	Date (DD MM YY)
Signature of Lead DSL (if appropriate)	Date (DD MM YY)

*Continue on a separate sheet if necessary

Safeguarding Record Front Sheet



Paces School for conductive Education

SAFEGUARDING RECORD FRONT SHEET

Pupil/Child name:		Date of birth:	
Any other name by which child is known:			
Home address:		Current address (if different)	
Telephone no:			
Family members i.e. parents / carers / siblings:			
Name	Relationship	Address	School details
Date file started: (DD MM YY)			
Are records held in school/setting relating to other connected children?			
Contact details of other professionals			
Name	Agency	Address	

Record of Actions/Contacts



Paces School for Conductive Education

DSL SAFEGUARDING RECORD OF ACTION / CONTACTS

PUPIL/CHILD NAME:		
DATE (DD MM YY)	DETAILS	SIGNATURE

Record of Actions/Decisions



Paces School for Conductive Education

DSLs DETAILED RECORD OF ACTION/DECISIONS

PUPIL/CHILD NAME:	
DATE (DD MM YY)	DETAILS
Signature	

Record of DSL Meetings



Paces School for Conductive Education

Official Record of DSL Meetings (To be kept by Lead DSL)

DATE OF MEETING:			
PRESENT: (DSLs name and role)			
CHILD	CONCERN/UPDATE	ACTION TO BE TAKEN	WHO WILL TAKE ACTION AND DATE TO BE COMPLETED
OTHER ISSUES DISCUSSED:			
DATE OF NEXT MEETING: (DD MM YY)			

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, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified 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.

BODYMAP

(This must be completed at time of observation)

Name of Pupil:

.....

Date of

Birth:

.....

Name of Staff:

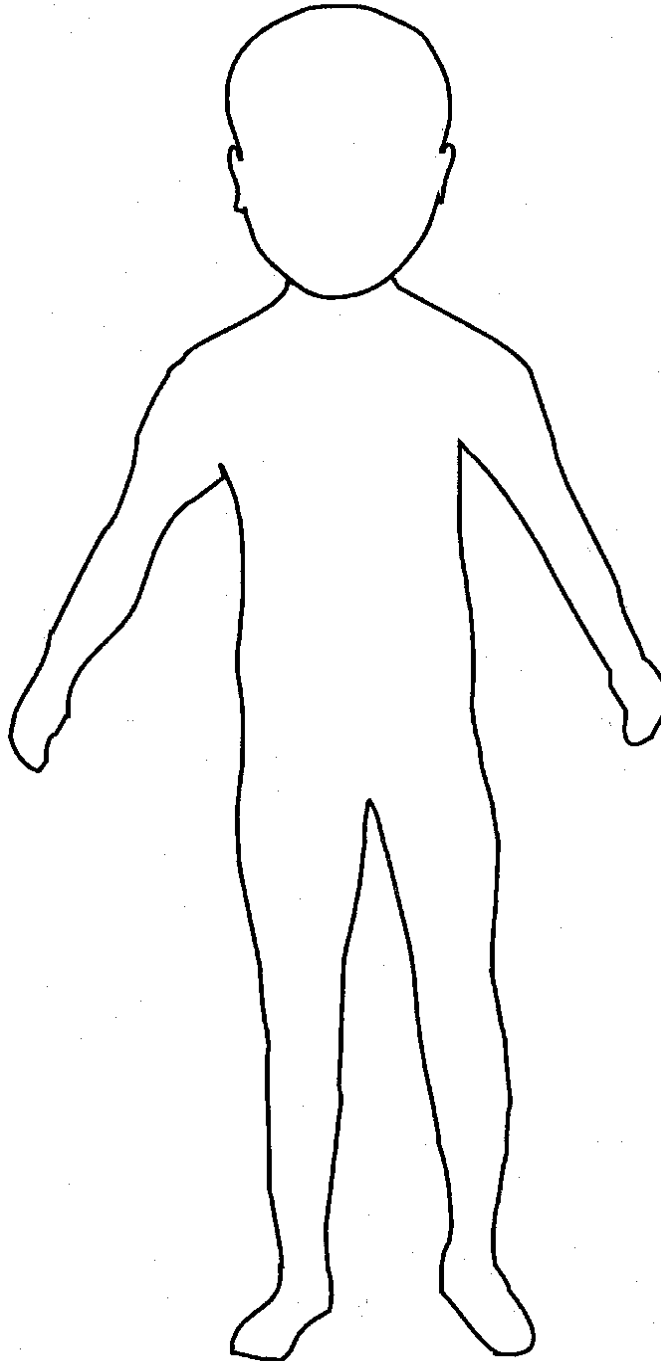
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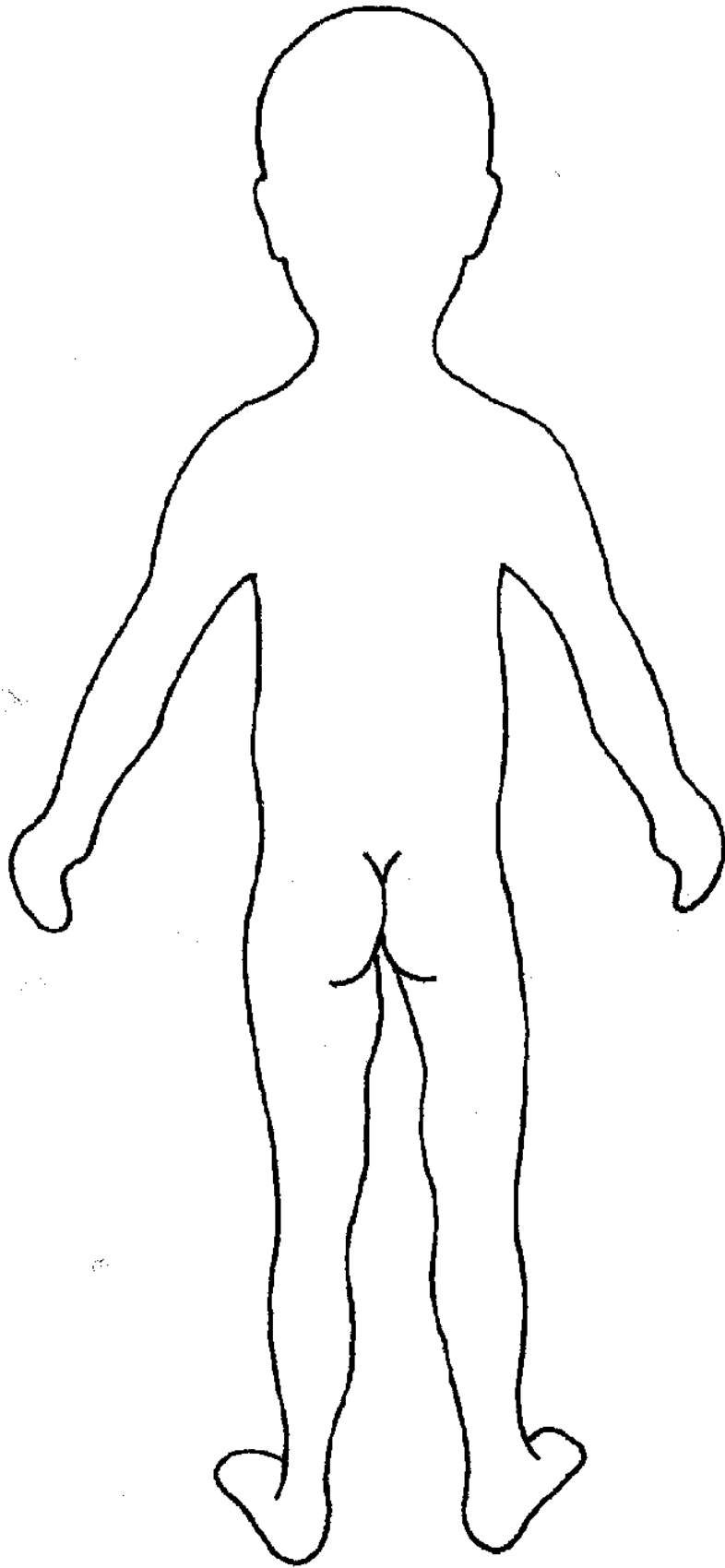
Job title:

.....

Date and time of observation:

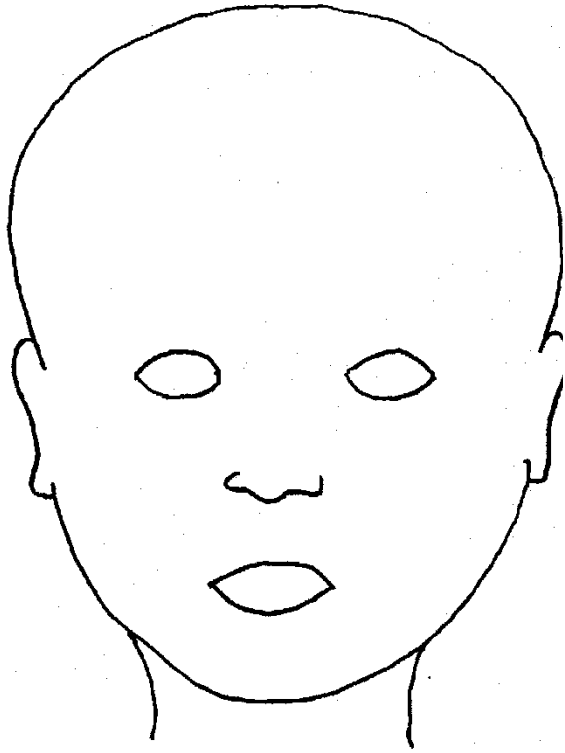
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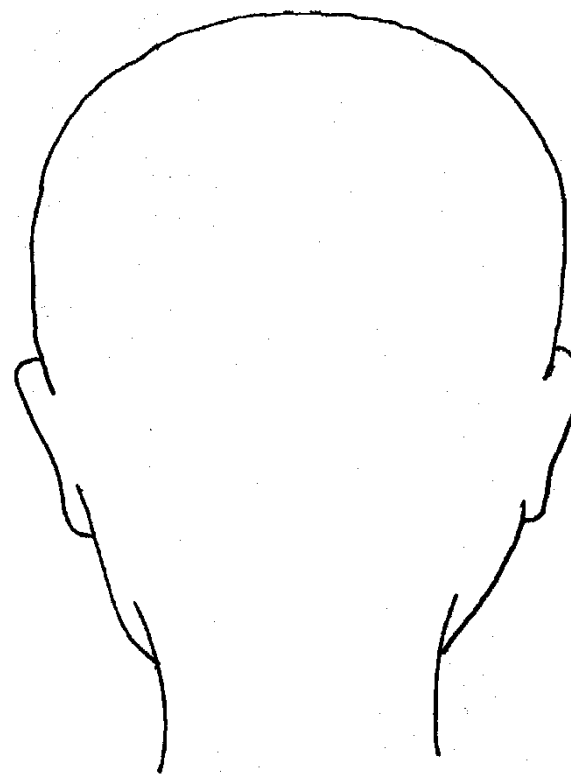


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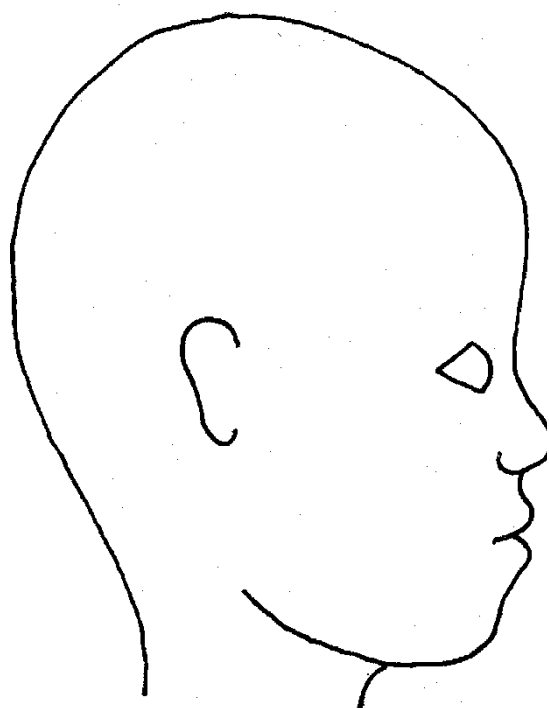
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observation: _____



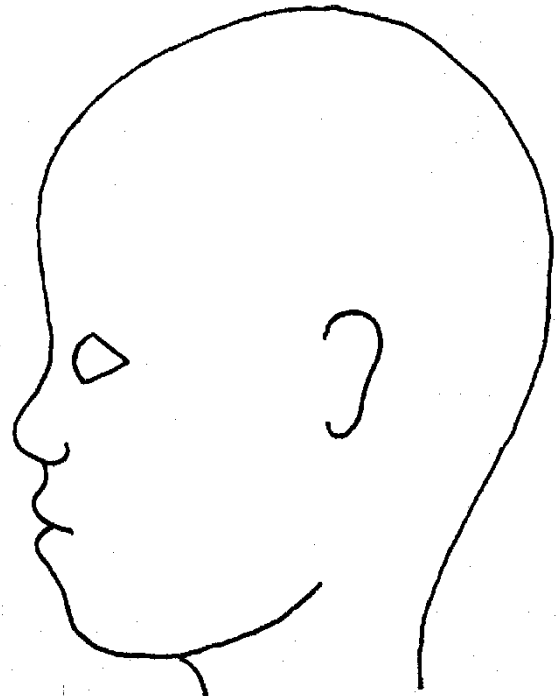
FRONT



BACK



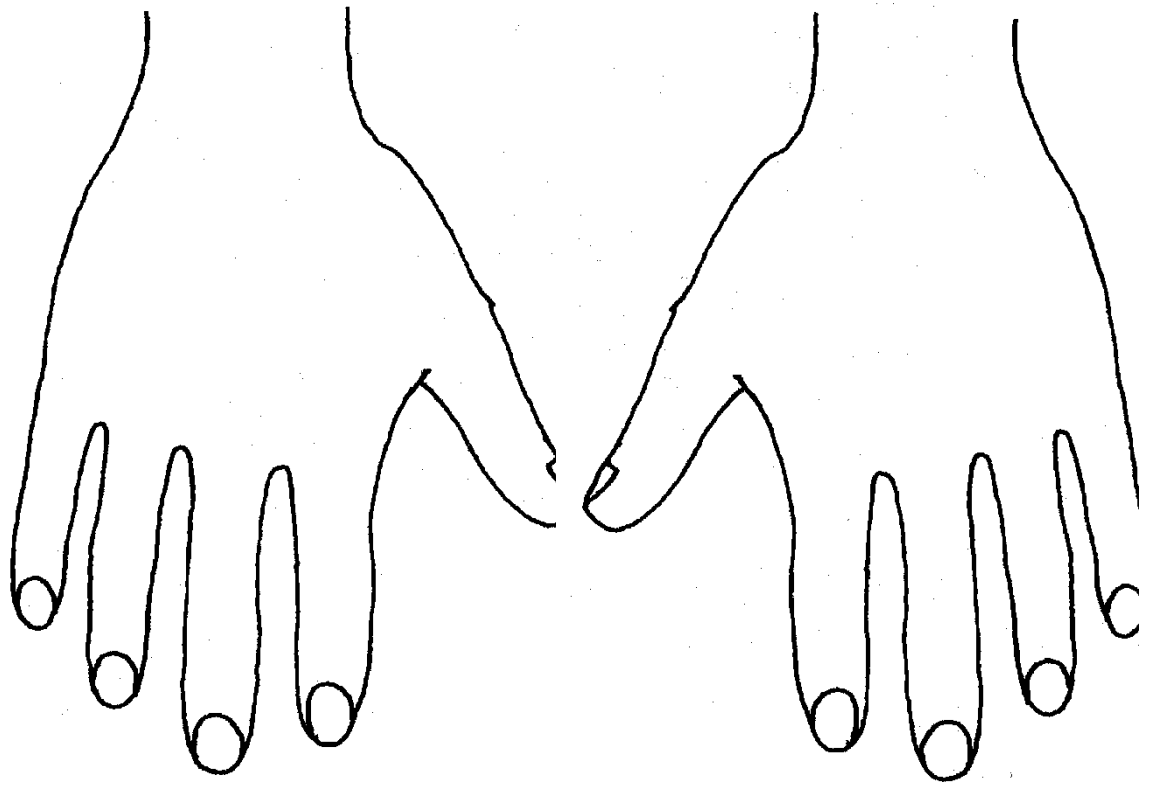
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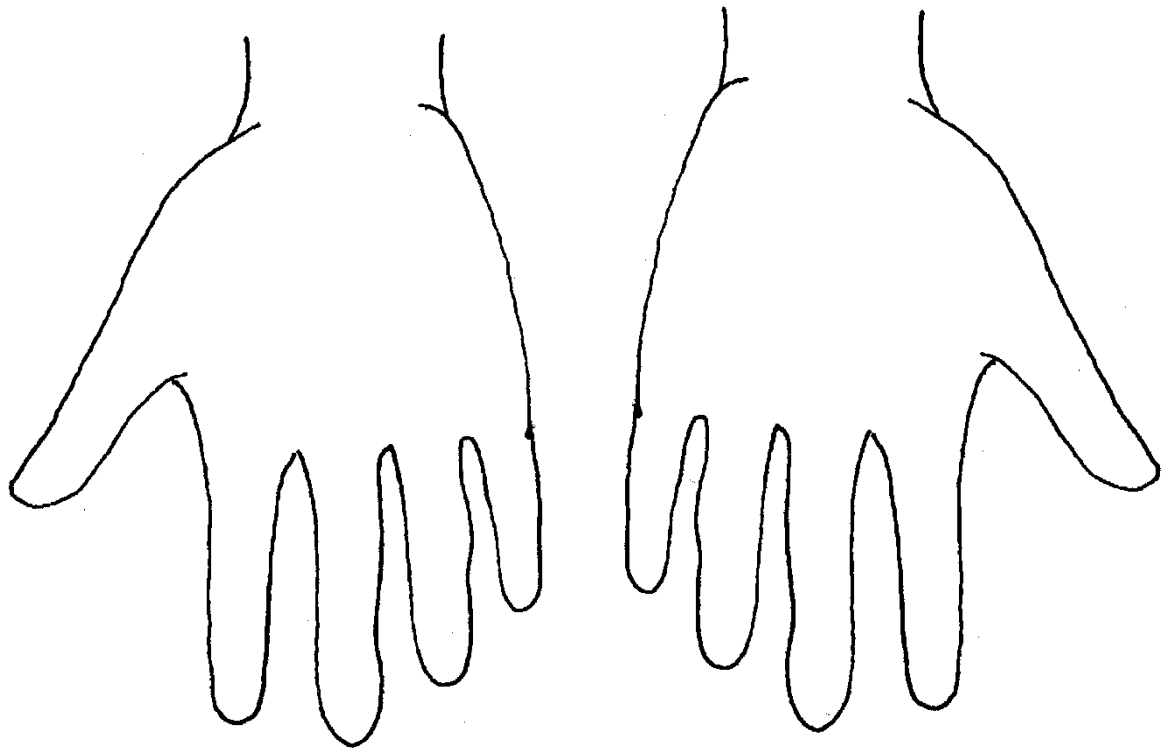
LEFT

Name of pupil: _____

Date and time of observation: _____

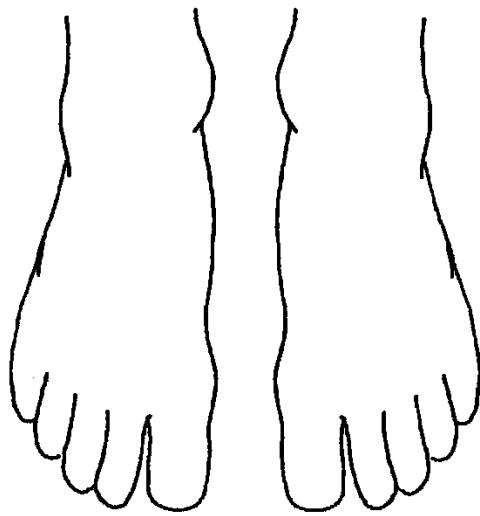


BACK

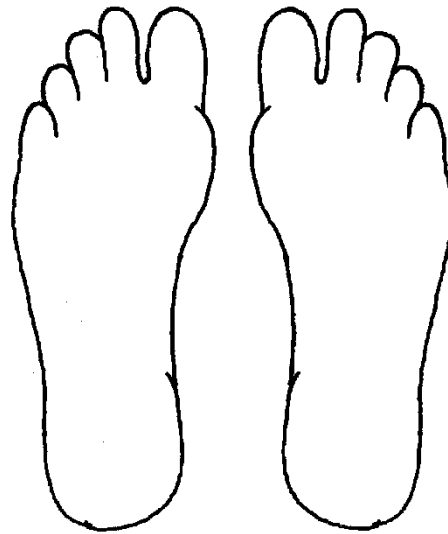


Name of Pupil:

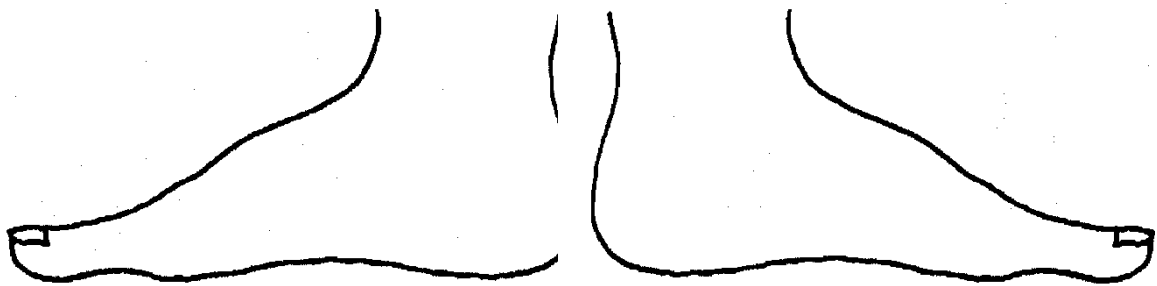
Date and time of observation:



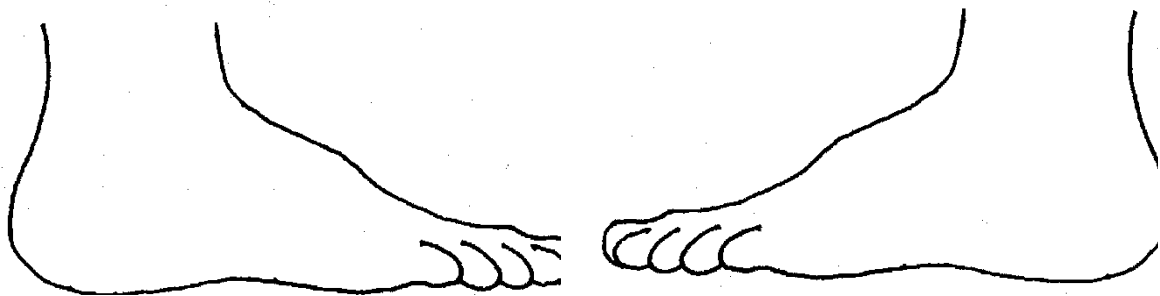
R TOP L



R BOTTOM L



R L
INNER



R L
OUTER

Printed Name,
Signature and Job
title of staff:

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APPENDIX 4.1

Who to contact in other organisations about safeguarding concerns

Sheffield Safeguarding Children Service	
Child Protection Enquiry Team (CPET)	Tel: 0114 273 4925
Designated Officer (formerly known as LADO)	Tel: 0114 273 4850 or advisory service number
Safeguarding Children Advisory Service Bea Kay	Tel: 0114 273 5655
Sheffield Safeguarding Children Board	
Safeguarding Children Board Flora Bandele	Tel: 0114 205 3714
SSCB Licensing Manager Julie Hague	Tel: 0114 273 6753
SSCB Substance Misuse Service Mandy Craig	Tel: 0114 205 8214
SSCB Training and Development	Tel: 0114 273 4530
Child Protection Co-ordinators	0114 273 5129 0114 2734934
Independent Reviewing Service	01142734994
Children, Young People and Families	
Children and Families Service: Prevention and Assessment Teams;	North PAT: Social Care: Tel: 0114 2039591 MAST: Tel: 0114 233 1189 East PAT: Social Care: Tel: 0114 203 7463 MAST: Tel: 0114 205 3635 West PAT: Social Care: Tel: 0114 2734491 MAST: Tel: 0114 250 6865 Social Care Out of Hours Service Tel: 0114 273 4855 Fax: 0114 203 7776 Social Care Public referrals/enquiries Tel: 0114 273 4855
Adult Services	Tel: 0114 273 4908
SCC General Switchboard	Tel: 0114 273 4567
South Yorkshire Police	
Switchboard	Tel: 0114 220 2020
Health	
Sheffield Children's Hospital	Tel: 0114 271 7000
Jessop's Hospital & Royal Hallamshire Hospital	Tel: 0114 271 1900
Northern General Hospital	Tel: 0114 243 4343

Child Assessment Unit	Tel: 0114 226 7803 Fax: 0114 226 7865
Probation	
Main Switchboard	Tel: 0114 272 6477

Referrals from a member of the public or any staff member

If a parent or a member of the public wants to make a referral about a child or young person, they should telephone the relevant Children and Families Services Area Office as in the table above during office hours, or ring **(0114) 2734855** which is available 24 hours.

Getting advice from Sheffield Sexual Exploitation Service

Contact Manager: Phil Ashford. The team is based at Floor 1, Star House. Tel: 0114 2018645

Getting prevention advice concerning Online Sexual Child Exploitation – OSCE:

Safeguarding Children Advisors, Education

Bea Kay, Flora Bandele & Val Linnett

Safeguarding Children Advisors, Education
Safeguarding Children Service, CYPF
Floor 3, Redvers House
Union St
Sheffield S1 2JQ

Bea	T 0114 2735655	E Bea.Kay@sheffield.gov.uk	M 07772 348514
Flora	T 0114 2053714	E Flora.Bandele@sheffield.gov.uk	M 07734 743258
Jo	T 0114 2735484	E val.linnett@sheffield.gov.uk	M 07969 858579

Safeguarding Advisors – Early Years

Val Linnett: 0114 2735484, 07969857365 Val.linnett@sheffield.gov.uk

Safeguarding Children Website – Early Years section – www.safeguardingsheffieldchildren.org.uk

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Who to contact in other organisations about safeguarding concerns

Kirklees Safeguarding Children Service	
Local Authority Designated Officer (LADO) Ann Crossley	Tel: 01484 221000 Mobile: 07976 497654 LADO Email address kirklees.LADO@kirklees.gcsx.gov.uk
Child Protection	Tel: 01484 414960 (Advice Team) LADO AnyComms address - "child protection" in drop down menu Social Workers Duty
Duty and Advice Team	Request a verbal consultation call back for a non-emergency Email: DutyandAdvice@kirklees.gcsx.gov.uk
	For secure transfer of emails from schools use Anycomms – address – "MASH" in drop down menu
Contact for practice concerns and compliments:	
Out of Hours Emergency Duty Service	Tel: 01484 414933 FSCPSeniormanagement@kirklees.gov.uk
School Safeguarding Learning Service	
Special Schools	Mandy Cameron Tel: 01484 221000
Primary Schools	Bev Richards 01484 221000
Secondary Schools	Helen Metcalfe 01484 221000
Online safety Lead	Fiona Denham 01484 221000
Virtual School head teacher	Janet Tolley 01484 221000
Kirklees Education Safeguarding Team Service	Manager: Maggie Featherstone 01484 221000
Safeguarding Officer (Schools & Learning)	Michelle Hodges 01484 221000
Safeguarding Officers	Email: schoolsafeguardingofficer@kirklees.gov.uk
Elective Home Education (EHE)	Tel: 01484 22191 Email: attendance.pupilsupport@kirklees.gov.uk
Children Missing Education	Tel: 01484 221919 attendance.pupilsupport@kirklees.gov.uk

	Child Employment 01484 22191 child.employment@kirklees.gov.uk
Prevent Co-ordinator	Lee Hamilton 01484 221000
Kirklees Human Resources	Safeguarding leads: Joanne Hall – Tel: 07976 497857 Joanne Parker – Tel: 07976 497858 Gary Scargill – Tel: 07976 497848 Email: hr@kirklees.gov.uk
Child Protection Conferences / Child Protection & Review Unit	Tel: 01484 225850
Online Safety incidents	National helpline www.saferinternet.org.uk/helpline West Yorkshire Police
Child Safeguarding Unit	Tel: 01924 431134 Early Help Access Team (Single Assessment part 1) earlyhelpaccesssteam@kirklees.gov.uk Tel: 01484 456 823
FGM The Female Genital Mutilation Helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
Kirklees Police	
Huddersfield Royal Infirmary	

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Who to contact in other organisations about safeguarding concerns

Barnsley Safeguarding Children Service	
Children's Social Care & to report abuse	Tel: 01226 772423
Local Authority Designated Officer (LADO): Ruth Holmes	Tel: 01226 772341 Mobile: 07969 529779
Out of Hours Emergency Duty Service	(01226) 787789 (for both child and adult abuse)
Contact for practice concerns and compliments	Tel: (01226) 773555 Online form: https://wwwapplications.barnsley.gov.uk/CouncilFormsMVC/GeneralFeedback/BeforeYouBegin
Virtual School Head Teacher	Online form: https://www.barnsley.gov.uk/services/children-families-and-education/children-in-care/barnsley-virtual-school/our-virtual-school/
Elective Home Education (EHE)	Tel: 01226 773545
Children Missing Education	Tel: 01226 773545 Online form: www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/barnsley-education-welfare-service/ Email: admineducationwelfareservice@barnsley.gov.uk
CSE Co-ordinator	
Child Employment	Tel: 01226 773580 Email: admineducationwelfareservice@barnsley.gov.uk
PREVENT Co-ordinator	Prevent_Inbox@southyorks.pnn.police.uk
FGM The Female Genital Mutilation Helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
Health	
Barnsley Hospital – general enquiries	01226 73 00 00
Barnsley A&E	01226 43 27 88

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Who to contact in other organisations about safeguarding concerns

Derbyshire Safeguarding Children Service	
Derbyshire Safeguarding Board	Tel: 01629 533190 Direct - 01629 535716 Email: derbyshire.scb@derbyshire.gcsx.gov.uk
Derbyshire Safeguarding Board Advice & Consultation	Tel: 01629 535353
Local Authority Designated Officer (LADO)	Tel: 01629 533190 Requests for support: www.derbyshire.gov.uk/startingpoint Referral forms via secure email: GCSX.CAYAProfessionalallegations@derbyshire.gcsx.gov.uk
Contact for practice concerns and compliments	Follow instructions on website: https://www.derbyshire.gov.uk/council/complaints/complaints-and-praise.aspx
Out of Hours Emergency Duty Service	Tel: 01629 532600 Fax: 01629 585669
Virtual School Head Teacher	Helen Moxon (Virtual Head Teacher) Tel: 01629 538028 Email: virtualschool@derbyshire.gov.uk
Elective Home Education (EHE)	Tel: 01629 532803 Email: cayaehe@derbyshire.gov.uk
Children Missing Education	Marilyn Simcock – Co-ordinator for missing children Tel: 01629 536520
Child Employment	Tel: 01629 538139 Email: cayaewscee@derbyshire.gov.uk
PREVENT Co-ordinator	Inspector 1907 Frank Burns - 0300 122 8694 Sgt 3236 Alex Wood - 0300 122 8694 PC 4589 Jenny Sadler - 0300 122 8694 PC 3017 Lucy Moorcroft - 0300 122 8694 PC 3191 Amanda Fern - 0300 122 8694 PC 3397 Chris Taylor - 0300 122 8694

	5406 Rachel Sheppard, Prevent & Regional Engagement Officer - 0300 122 8694
Derbyshire Human Resources	Tel: 01629 536789 Email: schoolsnet@derbyshire.gov.uk
Online Safety incidents	Tel: 01332 585371 Email: helpline@saferinternet.org.uk
FGM The Female Genital Mutilation Helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
Health	
Chesterfield & North Derbyshire Royal Hospital	Tel: 01246 277271 – General Enquiries
Other Agencies	
NSPCC	Tel:0808 800 5000
Childline	0800 11 11

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APPENDIX 4.5

Who to contact in other organisations about safeguarding concerns

Wakefield Safeguarding Children Service and Family Support Services	
Wakefield Safeguarding Board – Social Care Direct	Tel: 0345 8503 503 (open 24 hours per day) Fax: 01924 303455 Email: Social_Care_Direct@wakefield.gov.uk Minicom: 01924 303450 (type talk welcome)
Local Authority Designated Officer (LADO) – Jim Stewart	Tel: 01924 302155 Email: lado.referrals@wakefield.gcsx.gov.uk
Contact for practice concerns and compliments:	Complaints: Online form: www.wakefield.gov.uk/site/contact/compliments-and-complaints Compliments: customerservices@wakefield.gov.uk
CAF Co-Ordinators (Common Assessment Framework)	01924 304914 Email: cafteam@wakefield.gov.uk
Virtual School Head Teacher – Gary Stuart (Virtual Head Teacher)	Tel: 01924 304248 Email: gstuart@wakefield.gov.uk
Elective Home Education (EHE)	Tel: 01924 307451 Email: ews@wakefield.gov.uk
Children Missing from Education	Tel: 01924 307451 Fax: 01924 307452 Email: ews@wakefield.gov.uk
MAACSE Co-Ordinator – Jenny Ward (Multi-Agency Action on Child Sexual Exploitation)	01924 878200
Child Employment	Tel: 01924 307451 Email: ews@wakefield.gov.uk
PREVENT Co-ordinator – Rachel Payling	Tel: 07825 281312 Email: rachelpayling@wakefield.gov.uk
FGM The Female Genital Mutilation Helpline	Tel: NSPCC: 0800 0283550 / Social Care Direct: 0345 8503503 / 01924 303450
Health	

Pinderfields Hospital – Emergency Department	01924 541000
Pinderfields Hospital - General	0844 811 8110
Head of Safeguarding Mid Yorkshire Hospital NHS Trust – Clive Barratt	Tel: 01924 543701 / 01924 214423
Other Organisations	
NSPCC	0808 800 5000
Childline	0800 11 11

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Who to contact in other organisations about safeguarding concerns

Leeds Safeguarding Children Service and Family Support Services	
Leeds Safeguarding Board – Duty & Advice Team	Tel: 0113 3760336 – option 3
Leeds Out of Hours Children’s Emergency Duty Team (EDT)	Tel: 0113 5350600
Local Authority Designated Officer (LADO)	Tel: 0113 3789687 Email: LADO@leeds.gcsx.gov.uk
Leeds Social Work Services	Tel: 0113 2224403
Contact for practice concerns and compliments:	Complaints: complaints@leeds.gov.uk Compliments: compliments@leeds.gov.uk Feedback: feedback@leeds.gov.uk
CAF Co-Ordinators (Common Assessment Framework)	Tel: 0113 3760336
Virtual School Head Teacher	Email: VirtualSchool@leeds.gov.uk
Elective Home Education (EHE)	Tel: 0113 378 5028 Email: EHE@leeds.gov.uk
Children Missing from Education	Children Missing Education Officers: Email mike.belford@leeds.gov.uk Tel: 07891 272301 Email: tina.sinclair@leeds.gov.uk Tel: 07891 270313
CSE & Missing Coordinator	Email: specialist.safeguarding@leeds.gov.uk Secure email: specialist.safeguarding@leeds.gcsx.gov.uk
Child Employment	Child Employment Officer: Email: Ruth.Kitson@leeds.gov.uk Tel: 0113 3782480
PREVENT Co-ordinator	Duty and Advice Team Tel: 0113 3760336

	or OUT OF HOURS Tel: 0113 2409536
FGM The Female Genital Mutilation Helpline	NSPCC FGM helpline: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
Health	
Hospital – Leeds General Infirmary	0113 243 2799
Leeds Children’s Hospital	0113 243 2799
Other Organisations	
NSPCC	0808 800 5000
Childline	0800 11 11

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Who to contact in other organisations about safeguarding concerns

Doncaster Safeguarding Children Service and Family Support Services	
Doncaster Safeguarding Board	Tel: 01302 737777 – Duty Team (24 hours)
Local Authority Designated Officer (LADO)	Tel: 01302 737748 or 01302 737332 Email: LADO@dcstrust.co.uk
Contact for practice concerns and compliments:	Online Form: http://www.doncaster.gov.uk/services/get-in-touch/complaints-and-compliments
EHA – Early Help Assessment Co-ordinators (old CAF)	Tel: 01302 734110 Email: earlyhelphub@doncaster.gov.uk
Virtual School Head Teacher	Tel: 01302 737880 Email: referrals@doncaster.gov.uk
Elective Home Education (EHE)	Attendance & Pupil Welfare office: Tel: 01302 736504 Email: EHE@doncaster.gov.uk
Children Missing from Education	Tel: 01302 735311 Email: childrenmissingeducation@doncaster.gov.uk
MAACSE Co-Ordinator (Multi-Agency Action on Child Sexual Exploitation)	Tel: 01302 737777 Tel: 01302 796000 – Out of Hours Website: http://www.doncaster.gov.uk/services/health-wellbeing/child-sexual-exploitation
Child Employment	Tel: 01302 736391 Email: CIEE@doncaster.gov.uk
PREVENT Co-ordinator -Rachael Long	Tel: 01302 737469 Email: Rachael.Long@doncaster.gcsx.gov.uk
FGM The Female Genital Mutilation Helpline	Tel: NSPCC: 0800 0283550 / Email: fgmhelp@nspcc.org.uk.
Health	
Hospital – Royal Infirmary	Tel: 01302 366666
Other Organisations	

NSPCC	0808 800 5000
Childline	0800 11 11

Appendix 5

Seven golden rules

1. GDPR, the Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may still share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles)
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

‘Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’, DFE 2018

APPENDIX 6 – SAFEGUARDING CHILDREN & YOUNG PEOPLE – PARENTAL RESPONSIBILITY.

Copy of SSCB policy in Safeguarding folder.

Child Abuse and Disability

- Disabled children represent 3% of the total population.
- There is little research in the UK in respect of disabled children, abuse and protection. Significant numbers of local authorities don't collect data in respect of disabled children who are subject to the child protection process.
- A large-scale study in the US (Crosse, Kaye & Ratnofsky 1993) found that disabled children were abused 1.7 times as much as non-disabled children.
- Recent research from the US (Sullivan & Knutson 2000) suggests disabled children may be up to 4 times more likely to be abused than non-disabled children.

Source – NSPCC inform (Nov 2004)

Research tells us that disabled children are very vulnerable to abuse because they are:

- In need of more personal care – due to physical or learning difficulties.
- Often treated as different, are less likely to receive adequate sex education or information about their own bodies.
- Generally more isolated, both physically and socially and also from mainstream facilities and services.
- More likely to spend time in residential care and therefore have increased vulnerability of potential abusers.
- Unsupported or exhausted carers – 24/7 – may also be financial difficulties.
- At an increased risk of abuse because of using different systems of communication or may have restricted mobility.
- More likely to rely on others for personal and intimate care
- Intrusive medical procedures – begin to see as the norm – need for high standards in care and behaviour from adults.
- Carers may feel inappropriately that maltreatment matters less with disabled children / people – lack of experienced and knowledgeable carers.
- Mistaken symptoms of abuse – explained away by the disability.

Sources - Child Protection awareness programme, Scope 1996
Early prediction and prevention of child abuse, K. Browne,
C. Davis & P. Stratton, Wiley Press, 1998

N.B. Our School Policies and Procedures are in place in order to reduce the risk of all of the above within our own setting.

Appendix 8

SAFEGUARDING: RECORDING AND FILE TRANSFER

Recording safeguarding concerns is vital to the effective safeguarding of children. Records are kept for many years & must be fully understood even after the child has left your establishment.

All records should:

- Be factual, evidenced, concise, complete, accurate and objective
- Include your full name, date and position
- Be securely stored

A safeguarding file should be set up for each pupil when a safeguarding concern has been identified.

The file should be in date order & have a:

- Front sheet with basic details of the child
- Chronology of the contents
- Record of all discussions and meetings relating to the child and any actions you have taken
- The extent and nature of any involvement by other professionals, and their full details.

Each file record should include:

- Date and time of:
 - writing the record
 - when you obtained the information
 - the alleged incident and/or when your concern began
- Details of your concerns, what gave rise to them, and any discussions about this
- All action you have taken
- The extent and nature of any involvement by other professionals, and their full details

Storage:

- All individual hardcopy safeguarding files should be stored in a locked cabinet
- Access to child protection information is only via the Head Teacher, DSL & Deputy DSL
- Early intervention information **must** be securely archived until 25 yrs after last action
- Child protection information **must** be securely archived until child reaches 85 yrs

E-storage:

- Always seek specialist advice
- Encryption of files is strongly advised
- If using password protection, ensure the Head, CPLO & deputy all have the password, **but do not share it with others**
- Passwords should use a standard formula that is **strong** and **memorable**
- If using 'restricted access' folders, this can be over-ridden by your IT technicians
- Tightly manage access and permissions including promptly disabling these when staff members leave/change role etc

- Archiving e-files is problematic, due to digital continuity & they cannot be password protected: consider using 'restricted access' archive folders or secure on-line storage

Sharing information:

- Appropriate levels of information **must** be shared by the DSL Deputy or Head with relevant staff and other settings so they can respond to the child's needs

Transferring files:

- All safeguarding files must be transferred **immediately** to the DSL of the new establishment (including 16+ provision) and a receipt obtained.
- If the new establishment is out of city a copy of the whole file **must** be retained
- All file transfers must take place in person or by recorded delivery to the named DSL
- Any E-transfers **must** be encrypted
- Keep copies of significant in case particular information is required at a later date
- Documents may be copied to the file of another child **only** if appropriate
- All DSL's receiving files must **not** dispose of any of the original contents

Remember: all records (paper or electronic) must be professionally written and respectful towards the child, their family and other professionals involved. People may request access to these records or they may be used for other formal purposes, e.g. court, case reviews or other reports.