



SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

SOUTHFIELD AND BESSACARR PRIMARY SCHOOLS FEDERATION

UPDATED SEPTEMBER 2015 IN LINE WITH WORKING TOGETHER JULY 2015, KEEPING CHILDREN SAFE IN EDUCATION JULY 2015 AND INFORMATION SHARING JULY 2015 AND THE PROTECTION HANDBOOK – SEPTEMBER 2015.



SAFEGUARDING CHILDREN POLICY

SAFEGUARDING DEFINITIONS:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguarding Children 2015 HM Government)

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

Pupil's health and safety

The use of reasonable force

Meeting the needs of pupils with medical conditions

Providing first aid

Educational visits

Intimate care

Internet or e-safety

Appropriate arrangements to ensure school security, taking into account the local context.

It can involve a range of potential issues such as:

Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice based bullying.

Racist, disability, and homophobic or transphobic abuse

Radicalisation and extremist behaviour

Child sexual exploitation

Sexting

Substance misuse

Issues that may be specific to local area or population, for example gang activity and youth violence

Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

RATIONALE:

*This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2015. This policy reflects the statutory requirements within Keeping Children Safe in Education 2015 (KCSIE 2015).

This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

The Federation recognises the responsibility it has under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175 or 157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at the Federation have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Childrens Trust Referral and Response Service. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that safeguarding is everyone's responsibility.

- The welfare of the child is paramount;
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- Everyone who works with children has a responsibility to keep them safe (Working Together 2015)
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Childrens Trust, and professionals should follow up their concerns if they are not satisfied with the response.(Working Together 2015)
- Pupils and staff involved in Safeguarding issues receive appropriate support and training outlined in KCSIE 2015
- Staff to adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teachers or the Governing Body.
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.
- We have a safe Federation with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns
- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.

TERMINOLOGY:

Designated Safeguarding Lead (DSL) previously known as designated safeguarding officer or designated safeguarding teacher. The named person for safeguarding in education establishments.

LADO – Local Authority Designated Officer – Deals with any allegation against any member of staff in a public setting.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the improvement of health and development, ensuring that children growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Federation in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole Federation protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to Pupils – who may have been abused, including early preventative work.
- 4 Preventing unsuitable people working with children – by following the Department for Education (DfE) KCSIE 2015 statutory guidance – Part three: Safer Recruitment. We also follow local DSCB and HR procedures.

1 PREVENTION

The Federation will establish an ethos where:

- Children feel secure.
- Ensure children know that there are adults in the Federation who they can approach if worried or in difficulty.
- Include in the curriculum opportunities for PSHCE/SMSC/RSE to equip children with the skills needed to stay safe.
- Include in the curriculum material which will help children develop realistic attitudes to their responsibilities in adult life.

- It will work in accordance with 'Working Together to Safeguard Children 2015' and will support the 'DSCB Pathway to Provision 2013' to ensure children and young people receive the most appropriate referral and access provision.
- It will deliver the approved DSCB whole school safeguarding training and ensure all designated safeguarding officers/deputy safeguarding person attend three out of four annual network meetings and/or attend refresher Designated Safeguarding Person (DSP) training on a two yearly basis
- We will work in collaboratives and early help co-ordinators to improve outcomes for children and young people.
- We access the school nursing universal offer for all our children and young people
- We keep our safeguarding training up to date and access DSCB training events on a regular basis and understand the safeguarding requirements for Ofsted
- Parents, carers and families, teachers, staff and young people / agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures.

2 PROCEDURES AND RECORD-KEEPING

The Doncaster Federation will follow safeguarding procedures as produced by the Doncaster Safeguarding Children's Board (DSCB)

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<p>The Designated Senior Member of staff for Safeguarding (Child Protection) / Designated Safeguarding Lead (DSL) is: Sarah Cairns head@bessacarr.doncaster.sch.uk head@southfield.doncaster.sch.uk Contact Details: Bessacarr 01302 535110 Southfield 01302 831824</p>

<p>The Deputy Designated Safeguarding Lead is: Anne-Marie Patterson apatterson@bessacarr.doncaster.sch.uk Contact Details: 01302 535110 Nicola Worthington Nicola.worthington@southfield.doncaster.sch.uk Contact Details: 01302 831824</p>

<p>The Nominated Child Protection Governor for the Federation is:</p>

Ruth Halifax

Contact Details: 01302 831824

The Executive Headteacher is:

Sarah Cairns

Contact Details: 01302 535110/01302 831824

The Local Authority Designated Officer (LADO) is: Jim Foy

Contact Details: 01302 737748

The Federation will:

- Ensure it has a senior designated safeguarding lead (DSL) who has undertaken appropriate Safeguarding (Child Protection) training (see above).
- Ensure that designated staff will take advice from a Safeguarding (Child Protection) Specialist when managing complex cases.
- The Federation/DSL will investigate any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using the Doncaster Childrens Trust referral and response service forms.
- All Federation staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the designated safeguarding lead or deputy designated safeguarding lead,
- In the case of serious injury or allegation the DSL will contact The Doncaster Children's Trust Referral and Response Service without delay
- If the allegation of abuse is against the deputy or designated safeguarding person, the Head teacher will speak with the Local Authority Designated Officer (LADO) to discuss the next steps. If the allegation is against the Headteacher the Chair of Governors should be contacted immediately and advice from the LADO sought within 24 hours. If the allegation is against both the Headteacher and Chair of Governors the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take by calling 01302 737748. The emergency social services team should be contacted outside normal working hours 01302 796000. Any CSE referrals will be referred direct to the CSE team.

Referral Pathway

Professionals to refer concerns for advice and guidance through CSE Team Direct Number 01302 737200

Referral to Childrens Services 01302 737200

Professionals can telephone team members for advice

01302 862012 Jayne Pezzulo

01302 736929 Carmel Bartlett



- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher should consult with Referral & Response Service Professional Advice Lines on 01302 737722/7376361/737033. If out of hours, the emergency Doncaster Childrens Trust Social Care out of Hours team - (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
All parents, carers of families can contact the general contact number on 01302 737777.
- The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2015.
- At no time promise confidentiality

Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs or videos of any injury
- allow time and provide a safe haven/quiet area for future support meetings

3 ROLES AND RESPONSIBILITIES

The Federation will ensure that every member of staff and person working on behalf of the Federation:

- Knows the name of the designated person and his/her role and responsibility.
- Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive training at the point of induction so that they know:
 - Their personal responsibility/code of conduct/teaching standards;
 - DSCB child protection procedures and know how to access them;
 - Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity;
 - How to support and respond to a child who discloses significant harm.
- Knows their duty concerning unsafe practices in regard to children by a colleague.
- The designated person will disclose any information about a pupil to other members of staff on a need to know basis.
- The Federation will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- The Federation will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of pupils

4. RECORD KEEPING

http://www.irms.org.uk/images/resources/infoguides/records_management_toolkit_for_schools_version_4_may_2012.pdf

- The school follows the record keeping guidelines taken from Sections 1 – Child Protection and Section 4 – Pupil Records. The DSL is aware the Local Authority's records are kept for 75 years from date of closure so if any information that is held within the School that came from the LA could be destroyed once the child has left the school, however, any records created by the school the school could apply the above retention period(s) to their documents, so the whole pupil file could go to the secondary school whilst the Primary School should keep a copy of the child protection element for the prescribed timescale.

Records and Monitoring

- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.
- At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.
- Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file 'concern' file, some schools still refer to this as a child protection file, which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right hand corner to denote a separate file exists (or a similar and consistent coding).
- Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

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

The Concerns File

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important

factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

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

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child open to social care.

It is suggested that within a child's 'concern' file there is:

- A front sheet
 - A chronology
 - A record of concern in more detail and body map, where appropriate
 - A record of concerns and issues shared by others.
- The school will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Trust Referral and Response Service (or similar) immediately but these records will be kept within the separate concerns file.
 - Records will be kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
 - The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
 - If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an early help co-ordinator advice should be sought or whether a referral

should be made to MASH/Children's Trust Referral and Response Service in line with the DSCB Pathway to Provision document (to be known as the early help model)

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The Senior Designated Person will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an on-going dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

5 THE DESIGNATED SAFEGUARDING LEADS ARE RESPONSIBLE FOR:

- Referring a child if there are concerns about possible abuse, to the Doncaster Childrens Trust Referral and Response Service Professional advice lines and acting as a focal point for staff to discuss concerns.
Referrals should be made in writing, following a telephone call using the Doncaster Childrens Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are **separate** from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file (in 3 above) is marked on the pupil records.
- Liaising with other agencies and professionals/accessing local networks.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff and ensuring named DSLs attend training every 2 years or attend the designated safeguarding network meetings/DSCB lunchtime seminars on a regular basis.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonomised). This supports the S175 annual safeguarding report.
- Understand children in need / children on protection plans and support all looked after children PEPs.

6. LIAISON WITH OTHER AGENCIES

The Federation will:

- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Send representatives to case conferences, core groups and Child Protection review meetings.
- Notify any allocated Social Worker if:

- A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent);
- if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- Follow the LA policy and statutory guidance on Children Missing Education (CME).

7 SUPPORTING PUPILS AT RISK

The Federation will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in Federation. All staff will agree a consistent approach which focuses on the behaviour or the offence committed by the Child.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies as and when necessary.
- Allowing designated staff opportunities to attend face to face DSCB multi-agency training, (sexual exploitation, domestic violence, drugs/alcohol substance misuse etc.).
- When a pupil on the Child Protection register transfers to another Federation, information will be transferred safely and securely to the new Federation immediately.
- Recognising, reporting and responding any behaviours consistent with radicalisation/extremist behaviours.
- Recognising, reporting and responding to any suspected FGM practice.

8 EARLY IDENTIFICATION, RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

- The role of the Early Help Coordinator is to support with all aspects of Early Help:
 - Undertaking Common Assessments
 - Support with the 'Team Around the Child' process and planning
 - Case advice and professional support
 - Early Help Module- EHM (e-system support, 1 to 1 and workshops)
 - Information, Advice and Guidance about Early Help Services available
- The designated safeguarding lead will link to the following early help co-ordinators
 - North – Natasha Abbott, 01302 821020 Natasha.abbott@doncaster.gov.uk
 - Central – Emma McDonagh, 01302 735426 Emma.mcdonagh@doncaster.gov.uk
 - South – Lindsey Swain, 01709 770099 Lindsey.swain@doncaster.gov.uk
 - East – Christian Brownless, 01302 849088 Christian.brownless@doncaster.gov.uk
- If health needs are identified, the DSL will contact the school nursing service for information and advice. Where a new diagnosis is received and further advice and support are required school may contact the designated school nurse by telephone on 01302 384138 or email cyp&fschoolnurses@rdash.nhs.uk

- The school nurse will offer guidance and support in the form of signposting to specialist practitioners; where appropriate and advice re care planning.
- The Federation acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap.
- All Federation staff understand the DSCB Pathway to Provision 2013
- <http://www.doncastersafeguardingchildren.co.uk/index.asp> and know how to pass on any concerns no matter how trivial they seem.
(Please note this will change with the early help offer)
- The Federation knows how to identify and respond to the four main categories of abuse. All staff understand the main categories of abuse from the whole school training. Physical, Emotional, Sexual and Neglect.

All staff are aware of the definitions by reading

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

- The school works with a variety of agencies and arranges opportunities for young people to discuss and understand a wide range of specific safeguarding issues.
- The designated safeguarding lead will cascade information to all staff in relation to specific safeguarding concerns listed in KCSIE – page 12. This includes information on:

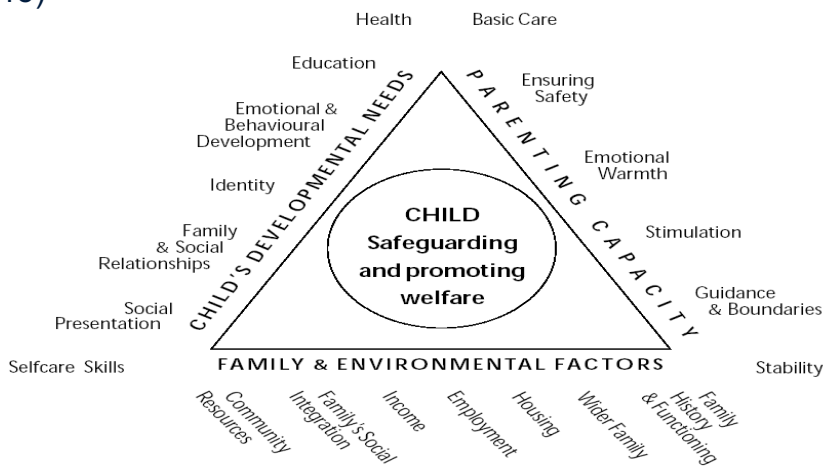
- Drug/substance/alcohol misuse
- Child sexual exploitation/trafficked children
- Children missing education, children missing from home or care
- Domestic violence
- Risky behaviours
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Sexting
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, cyber, racist, gender and disability. Breaches of the Equality Act 2010
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Faith abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Mental Health
- Private fostering
- Fabricated or induced illness
- Unaccompanied asylum seeking children
- Preventing radicalisation – Prevent Agenda
- Teenage relationship abuse
- Trafficking
- Teaching fundamental British values
- (Federation to add other vulnerable groups here)

- Federation staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect.

http://doncasterscb.proceduresonline.com/pdfs/assess_tool%20for_neglect and also looks at a child in the outside world acknowledging education plays a small part in the framework of assessment of need.

- Federation staff are briefed on the Framework of Assessment of Need and make decisions based on a child's development needs, parenting capacity and family & environmental factors. They also understand the Continuum of Need as contained in the DSCB 2013 Information Booklet (5.2)
- The designated safeguarding lead understands the referral procedures and has access to the new referral form into the Doncaster Child Sexual Exploitation Team (CSE). Staff are aware of the indicators and how to recognise and respond to CSE.

(Please note Doncaster Single Assessment (early help – child protection will develop during 2015)



9. GAMBLING & SOCIAL GAMING

Young people need to be 18 years and over to legally gamble in casinos, high street bookmakers and in most cases on-line. However there are certain categories of slot machines (such as those found in arcades, predominantly at Seaside resort towns) which have no age restriction. Similarly young people wanting to buy National Lottery Scratch Cards or Lottery Tickets can do so at the age of 16 years. All these type of activities are classed as gambling and with the explosion of adverting and the presence of high street bookmakers, gaming is more prevalent in society today.

In addition to the above traditional forms of gambling; social gaming is hugely popular among young people. Social gaming has no age restriction and is predominantly accessed by young people via mobile phones or tablets in the form of a downloadable app (such as Candy Crush or Game of Thrones). These apps are free to download and play, but have countless opportunities for players to purchase (often with real cash) tools or tips to advance levels in such games. Though many young people do not experience harm, for some young people such games can be highly addictive and lead to (i) isolation and time lost to playing and (ii) financial pressure due to consistently purchasing tools to advance. If you notice or suspect students may be experiencing harm, here are some of the warning signs:

- Be male and aged 13 – 18 years.
- Use gambling to cultivate status among peers.
- Fallen out with family, truant from school or college.
- Low self-esteem, but irrational behaviour.
- Preoccupied on mobile, restless or irritable.
- Lies to family members, friends and college staff to conceal behaviour.
- Never has no money.

Advice or help can be accessed via:

- National Problem Gambling Helpline (0808 8020 133).
- Gamble Aware website (www.gambleaware.co.uk) – generic website offering advice.
- Inviting the Young Gamblers Education Trust (YGAM) in to school to talk to students or deliver workshops on gambling & social gaming as part of PSHE or school enrichment days. www.ygam.org.uk.
- All the materials used by YGAM are PSHE quality assured and accredited by ASDAN.

10 ALLEGATIONS AGAINST STAFF

In line with Keeping Children Safe in Education 2015, the named member of staff for dealing with any allegations must be the Head teacher (unless the allegation is against the Head, then staff must be aware of the chair of governor, or contact LADO for advice)

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of school's own Behaviour Management policy and also Off Site Visits and Lone Working/Car Transport risk assessments.
- Guidance about the code of conduct and safer working practice, including safe use of mobile phones, media and offsite activities by staff and volunteers will be given at induction.
- We understand that a pupil, parent, or any person may make an allegation against a member of staff.
- The school will follow the DSCB Tri-Ax procedures for managing allegations against staff and consult with LADO in all cases.
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html
- The Federation will follow safer recruitment procedures, following local HR procedures and understands the implications from the new DfE Department for Education on the application of the Childcare (Disqualification) Regulations 2009. We ensure at least one person on the interview panel is trained in safer recruitment.
- The single central record meets all requirements (KCSIE July 2015) and is updated on a regular basis.
- We have a volunteer/visitor policy in place and have secure signing in/out procedures.

11 WHISTLE BLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.
- Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- Ofsted also may wish the LA to investigate any whistleblowing concerns and the Federation will work with the LA should this arise

12 PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary and a clear Code of Conduct is in place for all staff.
All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

13 ANTI-BULLYING / INTERNET SAFETY / SOCIAL MEDIA

- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.
- Internet Safety/E-Safety – The school has an e-safety policy in place (school to add here what this is contained within or whether this is a separate policy).
- Social media Responsibilities.
- The conduct of staff/pupils/ parents/carers using social media are outlined in a separate social media policy (see revised LA policy September 2015)
- We have CEOP trained staff in school and take part in National and local activities to reduce bullying.

14 RACIST INCIDENTS/HOMOPHOBIC/ TRANS-PHOBIC LANGUAGE /EQUALITY ACT 2010 PROTECTED CHARACTERISTICS

- Our policy on Equality, Inclusion and Diversity and our PSED duty (school to adapt) includes racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.
- We use CPOMS to record any incidents in line with the latest DfE guidance.
- The DSL understands how to report Hate Crime.
- The DSL understands how to refer to Doncaster Pride any young person requiring LGBTQ support.
- The school curriculum reflects opportunity to explore difference and celebrate diversity and has resources listed on the Stonewall website.
- Any young person or families identifying as LGBTQ requiring additional support, or access to a youth group may contact:

Andrew Roe

LGB Schools and Community Support

Doncaster Pride

education@doncasterpride.co.uk

07442 509367

01302 874562

15. PREVENTING RADICALISATION

- Our setting knows how to recognise and respond to any behaviour that could link to radicalisation/extremism. Our Children and Young Persons Police Officer – CYPO is the first point of contact any and staff or pupils behaviour that may point to radicalisation/extremism are discussed with the CYPO immediately. If unavailable staff may call 101, or Sgt Stephen Butler (Doncaster Prevent Lead).

PC 1173 Andy Buddle

Doncaster East & South & Schools:

- Trinity Academy, Thorne
- Ash Hill Academy, Hatfield
- Hungerhill School, Edenthorpe
- Rossington All Saints, Rossington
- Hayfield School, Auckley
- Armthorpe Academy, Armthorpe

PC 1585 Lee Dodds -Doncaster North & West –Schools

- Don Valley School, Scawthorpe
- Ridgewood School, Scawsby
- Campsmount Technology College, Campsall
- Mexborough
- Dewarrenne School, Conisbrough
- Sir Thomas Wharton School, Edlington

PC 247 Dave High – embedded in Outwood Academy, Woodlands Doncaster Central : PC 3653 Vicki Lister

- Danum Academy
- Balby Carr
- NEC
- Opencast
- Gateway
- St.Wilfred's Free School
- The Hub

Doncaster Central: PC 1145 Tracey Stillings

- Hallcross
 - McAuley
 - Keepmoat Learning Central
 - Doncaster Community Specialist College (aka Deaf College)
 - XP School (Keepmoat)
 - Engage
 - Enhancement
 - Oracle
- Staff are aware of the PREVENT agenda and understand the channel process. In Doncaster this would be co-ordinated via your CYPO. Staff know how social media can be used to encourage travel to Syria and Iraq and what to do if they suspect travel to areas where travel warnings are in place. The school has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- They also have access to the confidential anti-terrorist hotline 0800789321.
- The school SMSC curriculum explores shared values and beliefs.
- The designated safeguarding lead will access/has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- The LA trained trainers are sarah.stokoe@doncaster.gov.uk and Jayne.vose@doncaster.gov.uk Secondary academies have trained trainers Schools to amend (if appropriate)

Our trained PREVENT lead in school is:

Cassie Thompson (Bessacarr Primary) and Angela Maltby (Southfield Primary).

16. FGM (Female Genital Mutilation)

- The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to the Doncaster Childrens Trust Referral and Response Team immediately. The school have access to DSCB training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training. Any children attending/starting school from one of the most prevalent areas where this is practiced will seek advice from school nursing / referral and response service. A Department for Health risk assessment is available on engage Doncaster website.
- All staff have read and understand the mandatory reporting included in Keeping Children Safe in Education July 2015 – Part 1.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
- Designated safeguarding leads understand local DSCB procedures for reporting suspected FGM
- http://doncasterscb.proceduresonline.com/chapters/p_female_gen_mutilat.html

17. SUBSTANCE MISUSE

- Schools substances misuse policy should incorporate the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. This policy should set out the school's approach to NPS and volatile substances. Both pupils and staff should be aware of how these products are regarded and treated by the school.
- Schools should have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.
- For support on the above issues CONTACT PROJECT 3: 01302 640032

18. SAFER RECRUITMENT AND SETTING AND MAINTAINING APPROPRIATE PROFESSIONAL BOUNDARIES FOR ADULTS WITH RESPONSIBILITY FOR CHILDREN AND YOUNG PEOPLE

- The Federation will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE July 2015 p23.
- The Federation will ensure that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- The Federation will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Working Together to Safeguard Children 2015” and “Keeping Children Safe in Education 2015”. We follow DSCB, LADO and HR Policy and Procedures. http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html
- The Federation will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities. Staff are confident to report any misconduct.
- The Federation has a separate policy/fact sheet to inform staff on how to deal with allegations.
- The Federation has a whistleblowing policy in line with the LA model policy and includes this within staff safeguarding training/induction.
- All staff are aware of their Duty of Care and know how to respond to medical /first aid needs.

19. GOVERNING BODY RESPONSIBILITIES

- The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children and has ensured at least part 1 of DfE Keeping Children Safe in Education 2015 has been implemented and understood by all staff.
- This states that the Governing Body should ensure that:
- The Federation has Child Protection procedures in place
- The Federation operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site
- The Federation has procedures for dealing with allegations of abuse against any member of staff or adult on site
- The Federation has a member of the Leadership Team who is designated to take lead responsibility for dealing with Child Protection issues with a job description and time allocated to attend meetings and training.
- The Governing Body should remedy any deficiencies or weaknesses with regard to Child Protection arrangements.
- The Governing Body has nominated a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher which should be the Chair of Governors.
- The Governing Body reviews its Safeguarding policy and procedures annually,
- The Governing Body approves the LA/DSCB annual Safeguarding Audit.
- It undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body self-evaluation on a regular basis.
- All members of the governing body understand and fulfil their responsibilities and discharge KCSIE 2015 requirements. They support the role of the designated safeguarding lead in managing referrals, training and raising awareness (p52 KCSIE).
- Ensuring the school / academy is compliant with Part 2: The Management of Safeguarding (Page 18) KCSIE 2015.
- The governing body has ensured all staff have read at least part 1 of the new KCSIE 2015 statutory guidance and this is now included in all staff induction and whole school training.

- The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Doncaster Federation. They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Childrens' Board (DSCB) child protection procedures.
- **We fully embrace the KCSIE quotation “It could happen here” and “thinking the unthinkable”**

20 HEALTH & SAFETY

- Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. There is an adequate first aid risk assessment in place. This includes how to access the Emergency Care Practitioner Service or 999 and when to contact parents/carers. The ECP contact number is 08448 706800 (minor injuries)
In line with HSE guidance for schools on first aid and RIDDOR, staff understand when to complete AIR1 Forms and will contact peter.harrison@doncaster.gov.uk if on doubt or to report serious notifiable injuries.
- Managing Long Term Illness / Managing Medicines - The procedures are outlined in the policy.

21 MONITORING AND EVALUATION

- Safeguarding 'Keeping Children Safe in Education 2015' procedures will be monitored and evaluated by:
 - Ofsted `quantifiable complaints` Ofsted parental complaints received via the LA
 - Ofsted parental dashboard
 - Governing Body visits to the school
 - Safeguarding audit tools
 - Anti-Bullying audit tools
 - SLT 'drop ins' and discussions with children and staff
 - Pupil surveys and questionnaires
 - Scrutiny of Attendance data
 - Scrutiny of range of risk assessments
 - Scrutiny of GB minutes
 - Logs of bullying (including homophobic)/racist/behaviour incidents for SLT and GB to monitor
 - Review of parental concerns and parent questionnaires.
 - Review of the use of nurture room and fun club at lunchtime.
 - Reviewing risk assessments for holiday club activities run on school sites

This safeguarding policy also links to our policies on:

- Staff Recruitment and retention – safer recruitment
- Managing long term medical conditions/medical conditions
- Behaviour
- Staff Behaviour/Code of Conduct
- Social Media
- E-Safety Policy
- Children Missing Education
- Whistleblowing

- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/Complaints
- Attendance
- Curriculum
- PSHCE
- SMSC – Including Fundamental British Values
- Teaching and Learning
- Administration of medicines
- Drug/alcohol/substance misuse
- Relationships and Sex Education
- Physical intervention
- E-Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Children Missing Education

We all have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this educational setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

BEST PRACTICE RECORD KEEPING – DOCUMENT EXAMPLES

INFORMATION / FRONT SHEET EXAMPLE

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child		Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc.)					
Name	Relationship to child	Address	Tel No		
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child EHAF/PPP/LAC/CiN	i.e.	Tel No	Date

**Example Chronology
Logged on CPOMS**

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

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

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Logging a concern about a child's safety and welfare
Logged on CPOMS

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		

--

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Professional opinion where relevant (how and why might this has happened)

Note actions, including names of anyone to whom your information was passed.

Any other relevant information (distinguish between fact and opinion).

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Person for Child Protection.**

Part 2 (for use by Designated Person)

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

External concern shared

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

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	

Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Safeguarding Children Data Base (example template)

Based on Nottingham Best Practice

Name of Child	DOB Form	Home Address	Parents/carers contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair View Carlton Nottingham. NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433 John Newton ISS Tel:- 01623 433433	Child Protection	ICPC 28-6-2010 RCPC 15- 12 2010 Core group Mtgs 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
Amy Plant	14-10-1999 8PT	9 Loveday Road, Carlton Nottingham NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection Child In Need	ICPC 12-11-2009 RCPC 23-3-2010 CiN 12-5-2010 21-7-010
Neil Brooks	23-7-1995 10KL	22 Sandy Lane Arnold Nottingham NG Tel:- Respite Care 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:- Jill Mob:- Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need Statement of SEN	CiN 22-7-2010 SEN Review 19-9-2010.

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*** At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

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

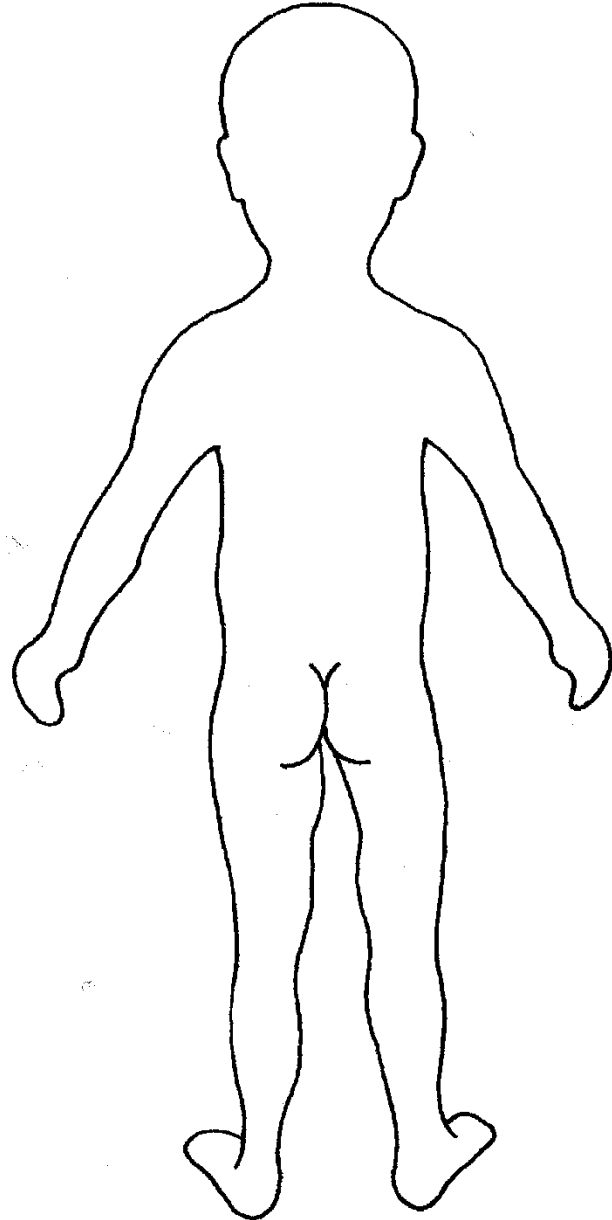
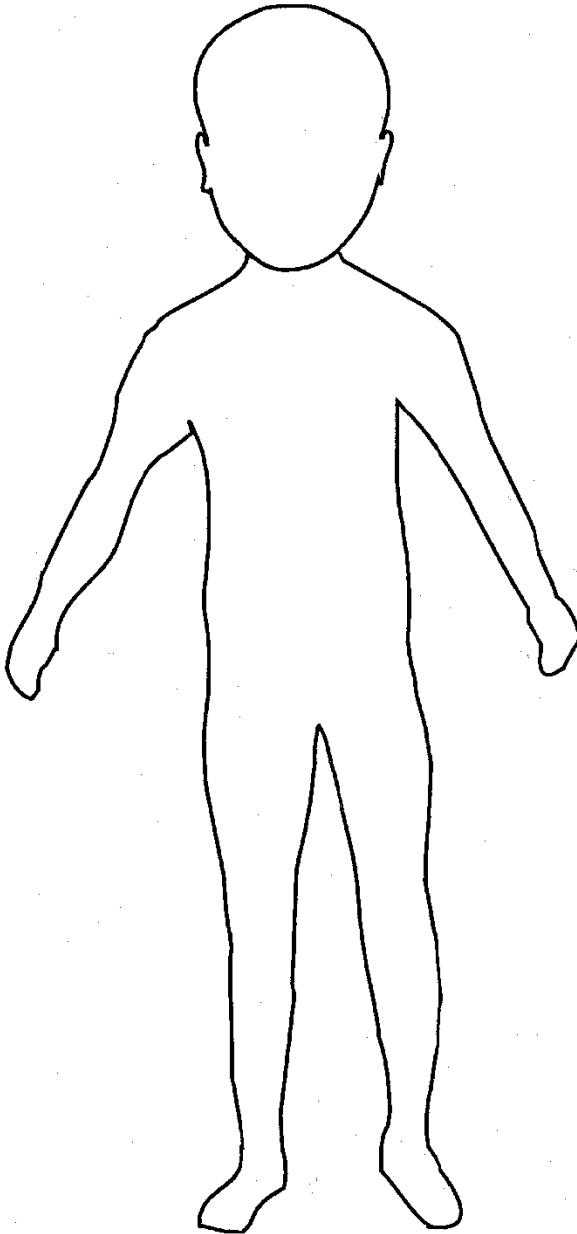
BODYMAP

(This must be completed at time of observation)

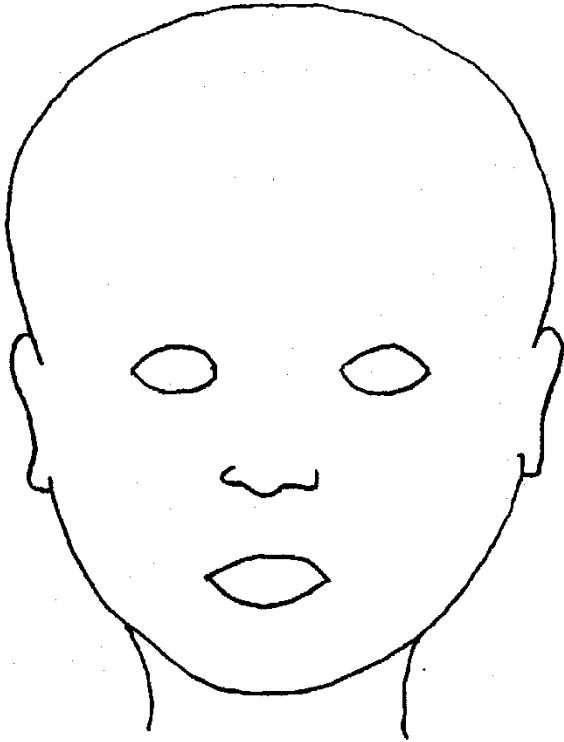
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

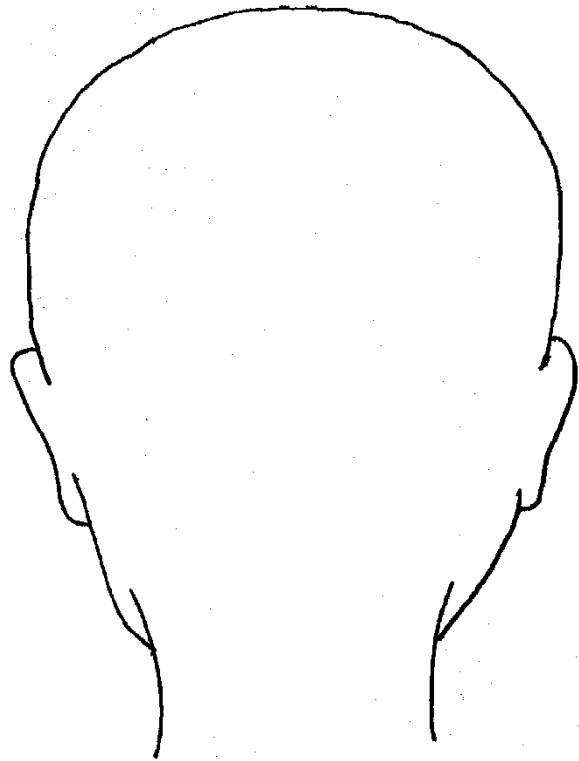
Date and time of observation: _____



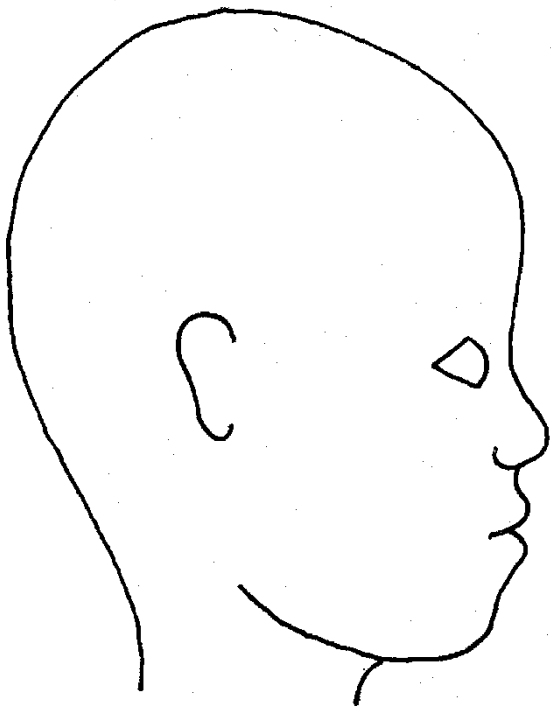
Name of Child: _____ Date of observation: _____



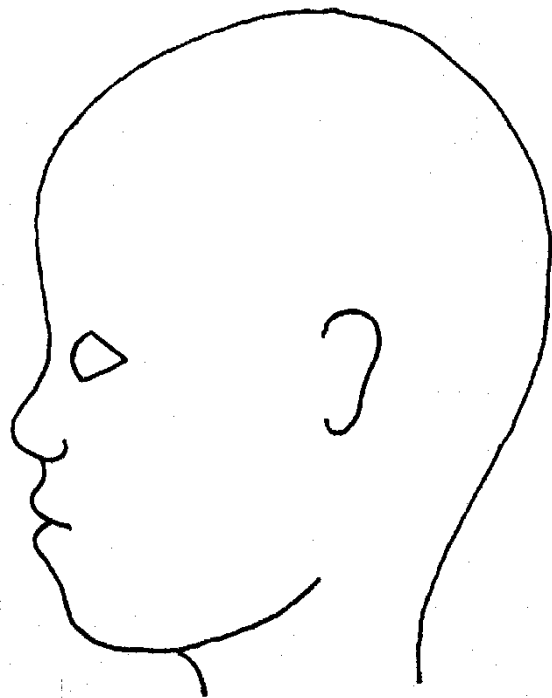
FRONT



BACK

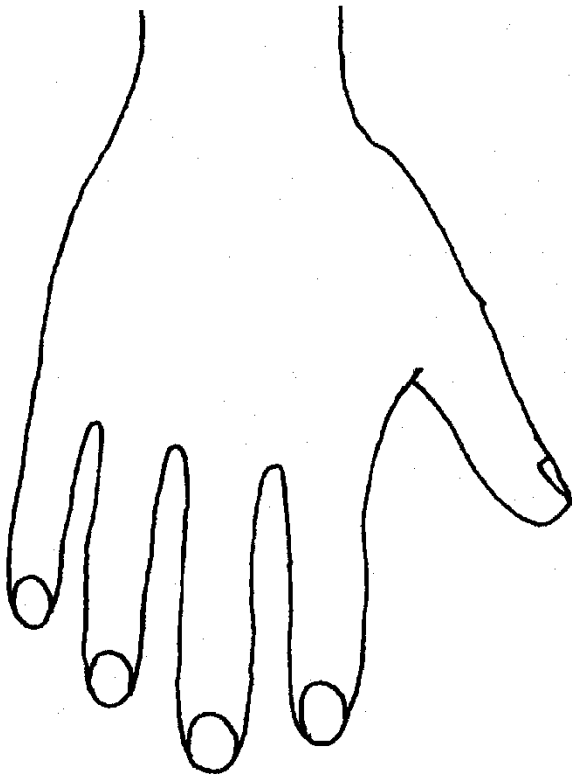


RIGHT

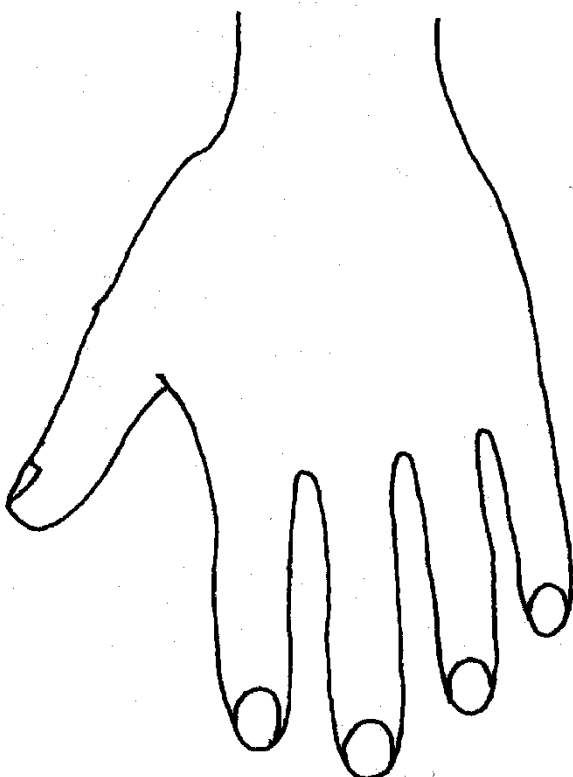


LEFT

Name of Child: _____ Date of observation: _____



R

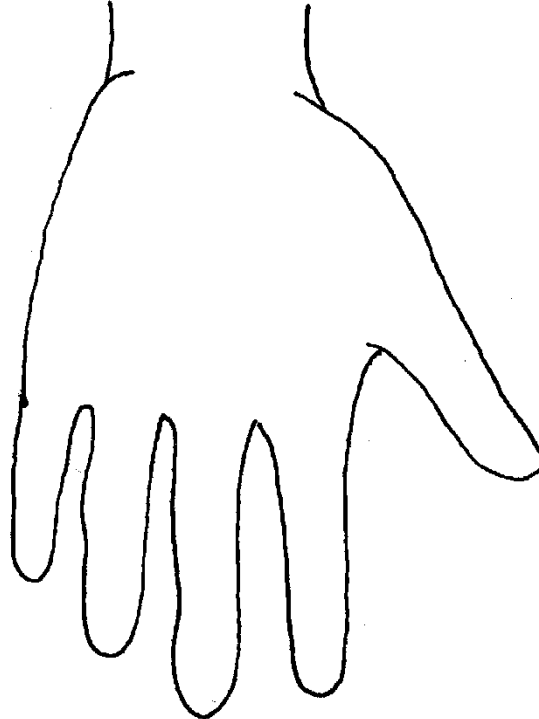


L

BACK



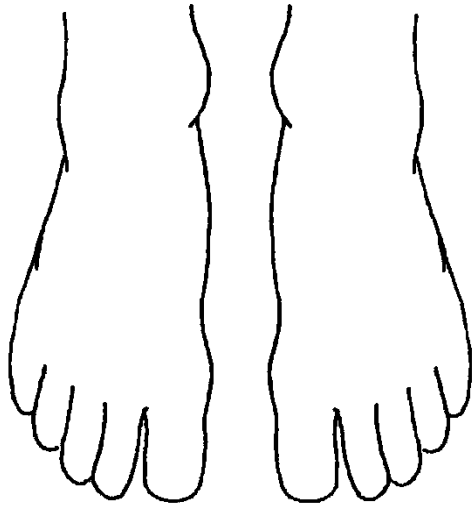
R



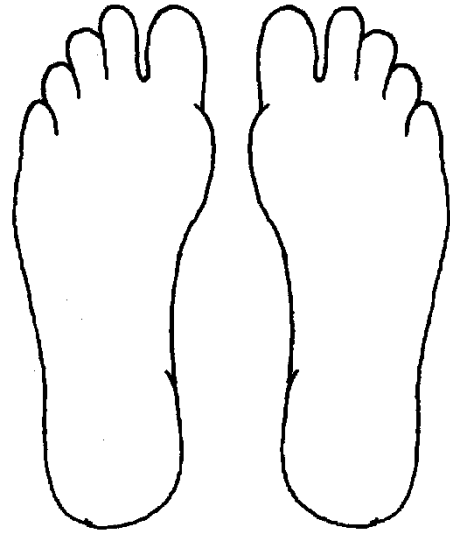
L

PALM

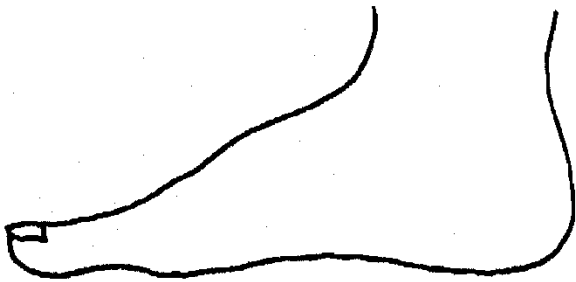
Name of Child: _____ Date of observation: _____



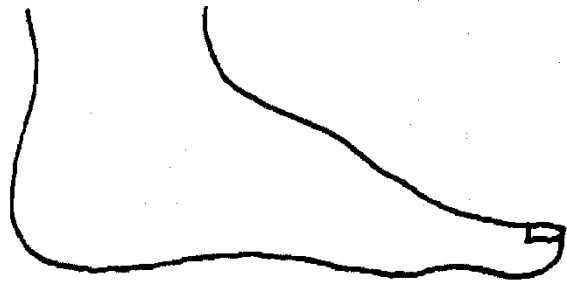
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Governor Compliance

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

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

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

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

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

Checklist:

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

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

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

Learning from the audit

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