

## Bethnal Student Academy Child Protection Policy

Bethnal Student Academy (BSA) fully recognises its responsibilities for child protection.

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This policy should be read alongside the following other school policies:

- *Staff Handbook*
- *Safeguarding Policy*

BSA staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

## 1. Purpose of the policy

- To raise the awareness of all school staff of the importance of safeguarding students under 18 and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure students and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all students under 18
- To support students' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying and e-safety, in the context of under 18

There are three main elements to the school's child safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to students, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

## 2. Child Protection procedures and guidelines

### **What is Child Protection?**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as student health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant

events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

### **Responsibilities**

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at BSA are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Company Manager. All staff, including volunteers, have a statutory obligation to report to the **Designated Safeguarding Leader (DSL)** if there is suspicion of abuse/neglect of a student or if a student discloses abuse or allegations of abuse.

BSA will be in contact with local authorities in Tower Hamlets to seek support when needed.

### **The Designated Safeguarding Leader**

BSA will appoint senior members of staff to the roles of Designated Safeguarding Officer and deputy Designated Safeguarding Officer for child protection and safeguarding. These will be announced in the Safeguarding Policy and displayed on the staff board at reception in order to be easily identifiable.

The **Designated Safeguarding Leader** is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Company Manager leads on allegations against staff)
- Keeping secure child protection plans, write records and reports
- Child protection policy and procedures: leading in evaluation, reviewing and revision, ensuring availability to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to students on safeguarding issues
- Understanding (and participating in) early help assessments and processes for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking into account their wishes and feelings.

### **3. Safeguarding information for students**

- The names of the DSL/deputy/support staff etc. are available at the reception board.

### **4. Safer Recruitment**

- BSA makes a clear statement on its recruitment policy about the importance of safer recruitment.
- On top of identity checks, qualifications, the right to work in the UK and employment references, all BSA teachers and relevant staff has an enhanced DBS check.
- All staff is provided with Safeguarding Level 1 training.

- All checks are accurately recorded.
- Delayed Suitability checks - Applicants who do not have a completed enhanced DBS check will not be able to work / be alone with Under 18s until a satisfactory disclosure has been received.

## **5. Staff training and induction**

- The DSL will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews and changes.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff and volunteers will receive a Safeguarding induction to ensure understanding of the safeguarding policy.

## **6. Staff behaviour**

BSA staff must conduct themselves at all times in an ethical and professional manner. The school code of conduct requires that staff and volunteers act with honesty, integrity and good judgment. Each individual should demonstrate respect for the rights of others.

All reports of unethical behaviour will be investigated thoroughly. If the allegation is substantiated, the management will determine the appropriate disciplinary action. Staff who violate ethical standards may be subject to discipline, up to and including termination.

Staff or volunteers in contact with under-18s, should:

- Treat all children with respect
- Set a good example by conducting themselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintain professional standards and boundaries at all times on and off the school site
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

## **7. Managing allegations against staff and volunteers**

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Company Manager who will refer to the appropriate designated officer(s) from the local authority:

Any concern or allegation against the Company Manager will be reported to the Director without informing the Company Manager.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of un-paid leave pending the results of the investigation.

BSA will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the School and, if appropriate, the Director.

### **If you have concerns about a colleague**

If staff members have concerns about another staff member or volunteer then this should be referred to the Company Manager.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child comes first.

## **8. What constitutes child abuse and neglect?**

All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in *Keeping Children Safe in Education 2015* are:

**Physical abuse**

**Emotional abuse**

**Sexual abuse**

**Neglect**

**Specific safeguarding issues:** BSA recognises other safeguarding issues:

Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking.

The school will endeavour to identify and act upon any forms of abuse according to our procedures.

## 9. Early Help

At BSA, whenever possible, we will ensure that early intervention is actioned to prevent situations from escalating.

## 10. Responding to disclosures: guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- **Create a safe environment**
  - Take the child to a private (keeping doors open) and safe place if possible.
  - Stay calm
  - Reassure the child and stress that he/she is not to blame
  - Tell the child that you know how difficult it must have been to confide in you
  - Listen to the child and tell them that you believe them and are taking what is being said seriously
  - Tell the child what you are going to do next after the disclosure
- **Be honest**
  - Do not make promises that you cannot keep
  - Explain that you are likely to have to tell other people in order to stop what is happening
- **Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:**
  - Child's name, address, date of birth
  - Date and time of any incident
  - What the child said and what you said
  - Your observations e.g. child's behaviour and emotional state
- **Be clear about what the child says and what you say**
  - Do not interview the child and keep questions to a minimum.
  - Encourage the child to use his/her own words and do not try to lead them into giving particular answers
- **Maintain confidentiality**
  - Only tell those people that it is necessary to inform
- **Do not take sole responsibility**
  - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the student if necessary
  - The Designated Safeguarding Lead will consider the information and decide on the next steps.

## **11. Reporting concerns**

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care of Tower Hamlets.

Child protection and reviewing  
Mulberry Place  
5 Clove Crescent  
London  
E14 1BY  
Tel: 020 7364 5006

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**.

### **Sharing Concerns with Parents**

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

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 until we have permission or it is necessary to do so to protect a child.

We encourage parents to disclose any concerns they may have with BSA. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

BSA has a commitment to working in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

However there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care to obtain advice about the recommended course of action.

### **Recording concerns**

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after immediately reporting it to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the school log, with details of the concern and any agreed action that is to be taken in a separate protected document, so the information remain confidential and accessible only by the relevant people. The records must be signed and dated.

### **Record keeping of child protection concerns**

The school will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted, including actions taken and outcomes as appropriate. This document will be scanned and protected by a password.
- Ensure all child welfare and child protection records are kept securely. The record will be kept securely in a file under the child's name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

### **Information sharing –internal process**

Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

## **12. Monitoring of children subjected to a child protection plan**

The school recognises that students who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

## **13. Children with Special Educational Needs or Disabilities**

BSA recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

BSA will provide a school environment in which students with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, students will be given the chance to express themselves to a member of staff with appropriate communication skills.

## **14. Follow-up support of vulnerable children**



We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the students through:

- Welfare support
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred

**In order to create a culture of safety in the school, BSA will ensure that safeguarding is a standing item on all weekly meetings agendas as well as a dedicated yearly meeting.**

### **15. Allegations of abuse made against other children**

At BSA we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed, and will decide on the appropriate action(s) the school will follow.

A record will be made in line with the section 12 of this policy.

### **16. Welcoming other professionals**

Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will not be allowed to interact with under-18s unless the DSL has made a relevant assessment.

### **17. Off-site visits**

Appropriate risk assessments must be in place prior to any off-site visit taking place. The risk assessment will contemplate a separate section for under 18.

### **18. Exchange visits**

As a school we will satisfy ourselves that the accommodation provided by BSA is suitable to host students and that students and parents are aware who in the school they should raise any concerns with.

## **19. Photography and images**

To protect children we will:

- Only take photos and videos of children if parents have given prior consent
- Not use the child's name with an image, unless parents have agreed previously
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

## **20. Missing children**

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we will contact the local authorities. BSA has a situation plan that can be followed in this situations.

## **21. Missing from education**

If a child or a young person is missing from the school without a notice or reasonable explanation and/or has left school suddenly to an unknown destination, the parents or legal guardians will be reported immediately and local authorities will be reported within 30 minutes of absence. The school will constantly try to make contact with the child or young person and report to the parents, legal guardians and local authorities until successful.

If a child has been located or absent but still misses class repeatedly we will contact their parents to discuss their child's attendance.

### **Policy review**

The policy will be reviewed annually.

Date of next review: 10/02/2021



## APPENDIX 1: Definitions and indicators of abuse and neglect

*What to do if you are worried a child is being abused 2015* describes some of the signs that might be indicators of abuse or neglect. <https://www.safeguardingschools.co.uk/wp-content/uploads/2015/03/What-to-do-if-you-re-worried-a-child-is-being-abused.pdf>

**Physical abuse:** *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.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

### Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Emotional abuse:** *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 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.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child’s peer

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’;
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** *is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.*

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

**Neglect:** *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 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.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

**Other specific safeguarding issues**

**Female genital mutilation (FGM) and Forced Marriage**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;

- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

### **Preventing radicalisation**

*Keeping Children Safe in Education 2015* places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamism extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)



**APPENDIX 2**

**Child Welfare and Child Protection  
Concern Sheet**

*For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with the school guidance and the school's child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, consult with social care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.*

<b>Date of alleged incident</b>		<b>Date/time of disclosure</b>	
<b>Name of child/ren</b>		<b>Class</b>	
<b>Name of person making this record</b>		<b>Role in school</b>	
<b>Signed as a true record</b>		<b>Date DD/MM/YY</b>	

<b>Nature of concern</b>  <b>Attach additional sheet(s) if necessary</b>  (include observations as well as professional opinions)				
	<b>Body map used</b>	<b>Yes</b>		<b>No</b>
<b>Any other relevant information</b> (previous concern, other professionals involved, etc.)				

<b>Current status with social care (please tick &amp; add name where known)</b>	<b>None</b>		<b>Known to social care</b>		<b>Allocated social worker</b>		<b>Child protection plan</b>	
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<b>Name of Designated Safeguarding Lead reviewing the concern</b>		<b>Initial Action taken</b>		<b>Date</b>	
<b>Further action taken</b> Please also record whether concerns were shared with: <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• MASH</li> </ul> <b>and reason(s) why:</b>				<b>Date</b>	

<b>Body Map</b>			
<b>Date concern noted</b>		<b>Date/time of report</b>	
<b>Name of child/ren</b>		<b>Class</b>	
<b>Name of person making this record (please print)</b>		<b>Role in school</b>	
<b>Signed as a true record</b>		<b>Date DD/MM/YY</b>	

