

**BRIZE NORTON PRIMARY SCHOOL**  
**SAFEGUARDING POLICY**

This new revised policy adopted on 5<sup>th</sup> October 2013 in-line with OSCB model policy.

<b>Review Date Planned</b>	<b>Review Date</b>	<b>Date adopted by Governing Body</b>
March 2011	5 <sup>th</sup> September 2011	1 <sup>st</sup> December 2012
5 <sup>th</sup> September 2012	4 <sup>th</sup> September 2012	20 <sup>th</sup> September 2012
3 <sup>rd</sup> September 2013	3 <sup>rd</sup> September 2013 New policy	5 <sup>th</sup> October 2013

**Introduction:**

Brize Norton Primary School recognises its responsibility for Safeguarding and Child Protection. This policy applies to all staff, governors and volunteers working in school.

**Designated Teacher for Child Protection: Mark Smith (Headteacher)**  
**Deputy Designated Teacher for Child Protection: Emerald Grant (Teacher)**  
**Governor with Responsibility for Safeguarding: Shane Rae (Chair)**

This policy is made available to parents/guardians on the school website and from the school office.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- “Working Together to Safeguard Children 2010”
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child is being Abused” 2003 1
- Safeguarding Children and Safer Recruitment in Education 2006
- Oxfordshire Safeguarding Children Board

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard <sup>2</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all staff<sup>3</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our setting.

The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

<sup>1</sup> What To Do If You Are Worried A Child is being Abused [www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

<sup>2</sup> Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

<sup>3</sup> “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures

## Procedures

- Our school procedures for safeguarding children will be in line with Oxfordshire Local Authority (the LA) and Oxfordshire Safeguarding Children Board Child Protection Procedures, and “Working Together to Safeguard Children 2010”. We will ensure that:
  - The Governing Body understands and fulfills its safeguarding responsibilities.
  - We have a Designated Member of staff who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Person will update their training with LA approved training every two years. (keep the safeguarding team administrator informed about who this is and when it changes, on 01865 810603)
  - Our designated staff member is **Mark Smith (Headteacher)**
  - We have another member of staff who will act in the Designated Persons absence who has also received training for the role of Designated Person, and who will have been briefed in the role. This person is **Emerald Grant (Senior Teacher)**.
  - All adults, (including supply teachers and volunteers) new to our school will be made aware of the school’s policy and procedures for child protection, the name and contact details of the Designated Person and the booklet “What to do if You’re Worried a Child is Being Abused”, and have these explained, as part of their induction into the school.
  - All members of staff are provided with opportunities at least every three years to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. **(contact the safeguarding team administrator for information on training: 01865 810603)**
  - All parents/carers are made aware of the school’s responsibilities in regard to child protection procedures through publication of the school’s Safeguarding/Child Protection Policy, and reference to it in our prospectus.

- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DCSF Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations<sup>4</sup>
- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Person will be clearly shown on the staffroom noticeboard, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

## Responsibilities

Staff in Brize Norton Primary School will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk)).

We will therefore:

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Ensure we have a Designated Person who is responsible for referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be faxed/posted/e-mailed to Social Care as soon as possible within the school day.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping.
- Ensure that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensure that an indication of further record-keeping is marked on the pupil records, acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensure that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to the child's social worker or the local Assessment team.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.

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<sup>4</sup> The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003

- Ensure that all school staff are aware of the school's Safeguarding/Child Protection policy and procedures, and understand their responsibilities in being alert to, and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- Provide, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Person, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Keep themselves up to date with knowledge to enable them to fulfill their role, including attending relevant training, at least every two years, provided by the Oxfordshire Safeguarding Children Board, or the Schools Safeguarding Team.
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that we have staff on all interview panels who are Safer Recruitment Trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks. Safer Recruitment Training can be accessed at: <http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment>
- Follow the county guidance on reporting and tracking lost pupils.

## **Supporting Children**

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Virtual School must be made aware of all LAC in the school.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

### **Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point.
- We will take no names consultations with our local Assessment Teams to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

### **Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted a code of conduct for staff at our school.

This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

### **Allegations against staff**

- 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 the school's behaviour policy. This is given to staff at the start of every academic year, when it is reviewed. It is also available on the staffroom noticeboard and on the school website.
- We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer) **before taking any action.** In our county contact should be made with Barry Armstrong LADO (01865 815956) or Alison Beasley, Safeguarding Coordinator (01865 323457).
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegations will immediately inform the Chair of Governors who will consult with LADO, without notifying the Headteacher first.
- The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the Policy File in staff rooms and the Headteachers Office, or on the Schools Safeguarding and Child Protection page on the intranet, [http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour\\_attendance/safeguarding\\_child\\_protection/Allegations\\_Procedure.pdf](http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Allegations_Procedure.pdf)
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with above named professionals in making this decision.

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies and guidance i.e. Whistleblowing, Behaviour policy, Restraint policy etc.

### **Whistleblowing**

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 about the attitude or actions of colleague and appropriate advice will be sought from the LADO or Schools Safeguarding Team.

## **Physical Intervention/Positive Handling**

Our policy on positive handling by staff is set out separately. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained.

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.

## **Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Report and inappropriate behaviour or concerns they have about a child to the designated staff member

## **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 when undertaking school trips and visits.

## **Role of the Governing Body**

The governors of Brize Norton Primary School undertake the regular review of safeguarding related policies and procedures that operate in our school.

Governors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority Safeguarding Team annually on

these arrangements.

## Child Protection Procedures at Brize Norton Primary School

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

**Immediate action is required where there is suspicion of abuse, written records must be made at each stage of the process.**

All teachers are asked to be alert to possible physical or emotional problems being experienced by students in all Key Stages.

**If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a senior colleague.**

### Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

<b>Type of Abuse</b>	<b><u>Possible Indicators</u></b>
<b>Neglect</b> The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision;	Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at school; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.



ensure access to appropriate medical care or treatment.	
<p><b>Physical Abuse</b>  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</p>	Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.
<p><b>Sexual Abuse</b>  Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	Sudden changes in behaviour Displays or affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – eg thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night Fear of undressing for PE
<p><b>Emotional Abuse</b>  The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	Rejection Isolation child being blamed for actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth persistently absent or withheld.

## Dealing with Disclosures

### Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

### Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Giving reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions eg 'is there anything else you want to

say?'

Do not criticize the perpetrator; the student may have affection for him/her. Explain what you will do next – inform designated teacher, keep in contact. **Record**

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

### **Report**

Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

### **Record Keeping**

The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

This section seeks to answer the following questions:

What kind of information should be recorded?

How should notes and reports be made?

Where should child protection information be kept?

Who should have access to child protection information?

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

How should I share information with other schools/agencies?

How long are child protection records kept by schools?

### **How should notes and reports be made?**

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand written, notes should be clearly legible and written

in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed—→ names, dates, times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that...' Or 'I saw John in the playground at break time....'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is School Action Plus) which someone from another agency would not necessarily understand.

## **Records and Reports for Child Protection Conferences**

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Schools should:

- Make reports available to the child's parents prior to the Child Protection Conference **unless to do so would place the child at risk of significant harm**
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

## **Where should child protection information be kept?**

The child protection file should contain all reports, notes and correspondence referring to a child. These are kept securely in the main office.

A note or symbol (e.g. a blue star) is to be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

## **Who should have access to child protection information?**

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance on this from Barry Armstrong, Service Manager for Attendance and Welfare (Tel: 01865 815956)

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

## **What should happen to the information when a child leaves the school/ How long should information be kept?**

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the receiving college. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no FE place identified, the file should be retained at the school until the child's 24<sup>th</sup> birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

## **Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.**

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

## **Sharing Information with other Schools/Agencies**

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent **under separate cover to the school file**, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed and the schools ESW should be notified as a matter of urgency.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

### **What kind of information should be recorded?**

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

**Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern.** (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- factual
- using a child's own words where possible
- a record of what you **saw** and **heard**

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

### **Nagging Doubts about a Child's Safety and Welfare**

Sometimes, things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored.

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.

Date, time and sign the note. Print your name alongside your signature.

Pass the note to the designated person. You may keep a copy in a secure place.

**Monitor the child and record observations as factually as possible.**

**Record of Concern**

Name of child	Class
Date	
Nature of Concern What prompted this record? (Please include dates, times, incidents, behaviours)	
Background Information that could explain child's behaviour	
Does the concern fall into one of the following categories?	
Neglect <input type="checkbox"/>	Sexual Abuse <input type="checkbox"/>
Physical Abuse <input type="checkbox"/>	Emotional Abuse <input type="checkbox"/>
Signed _____ (Member of staff)	Signed _____ (Designated member of staff for children protection)
Has this information been passed to any other agencies? (Please give details) If not, please record reasons why	