

**LEICESTERSHIRE COUNTY COUNCIL**  
**CHILDREN & FAMILY SERVICES**

**MODEL POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR**  
**SCHOOLS**

**(VERSION: August 2015)**



Name of school:- Woodcote Primary School

This policy is reviewed annually by the governing body, and was last reviewed on:-

**Signature .....** (Chair of Governors)

**Print Name .....**

<b>CONTENTS</b>	<b>Page</b>
Named staff & contacts	3
Introduction	4
Safeguarding Commitment	5
Roles and Responsibilities	
General	5
Governing Body	6
Headteacher	7
Designated Safeguarding Lead	7
Records, Monitoring and Transfer	8
Support to pupils and School Staff	9
Other Relevant Policies	10
Recruitment and Selection of Staff	10
Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse	12
Appendix 2 - Procedure for allegations against staff and volunteers	14
Appendix 3 - EYFS Policy for the use of Cameras and Mobile Phones	16
Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation	16
Appendix 5 – Radicalisation and Extremism Risk Assessment	17
Appenix 6 – Female Genital Mutilation	18

## Named staff and contacts

- Designated Senior Person for Child Protection: Suzanne Jones
- Deputy Designated Senior Persons: Judy Ramsell
- Nominated Safeguarding Governor: Josie Jackson
- Safeguarding and Improvement unit contacts:

### **Safeguarding and Improvement Unit Service Manager (Acting):**

Judith Jones 0116 3057411

### **LADO / Allegations:**

Mark Goddard, Karen Browne 0116 305 7597

### **Safeguarding Development Officers:**

Inga Windley 0116 305 7317

Simon Genders 0116 305 7750

### **First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005

Fax 0116 3050011

Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

### **All other referrals**

<http://rsb.org.uk/childreport>

### **Early Help – Request for Services**

[http://www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)

**Family Information Service 0116 3056545 email [family@leics.gov.uk](mailto:family@leics.gov.uk)**

**Contact to learn outcome of referrals 0116 3050005**

## 1 Introduction

1.1 Woodcote Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", July 2015 and "*Working Together to Safeguard Children*", 2015.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

### 1.5 Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

## **2 Safeguarding Commitment**

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching.

## **2.3 Safeguarding in the Curriculum**

The following areas are among those addressed in PSHE and in the wider curriculum

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships / Consent

Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6), Honour Based Violence (HBV)

Sexual exploitation of children (CSE)

Extremism and Radicalisation (see Appendices 4 and 5)

## **3 Roles and Responsibilities**

### **3.1 General**

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

### 3.2 **Governing Body**

In accordance with the Statutory Guidance “Keeping children safe in education” July 2015, the Governing Body will ensure that:-

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities. The Local Authority leaflets, “Safer working in Education Settings” and “Education Child Protection” will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers. Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.

- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

### 3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

### 3.4 **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;

- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of “Keeping children safe in education” to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

#### **4 Records, Monitoring and Transfer**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school *[or 6<sup>th</sup> form / FE college]*, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

## **5 Support to pupils and school staff**

### **5.1 Support to pupils**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

### **5.4 Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6 Working with parents/carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7 Other Relevant Policies**

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)

- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

## **8 Recruitment and Selection of Staff**

- 8.1 The school’s safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education July 2015, Part Three: Safer recruitment*.
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council leaflets “Education Child Protection” and “Safer Working in Education Settings” are given to all staff and are the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

## APPENDIX 1

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

#### Contents

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Safeguarding Lead – main procedural steps</b>	

#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially. At Woodcote we use a system of completing a Pink Form should there be a concern about a child. The completed pink forms are kept securely in the Headteacher’s office and the DSL can refer to the information on the forms when making a referral or when a welfare check is being carried out.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

#### **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible complete a pink form, writing a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

**C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

### **PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” July 2015 (part 4: Allegations of abuse made against teachers and other staff)

#### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

#### **2) Headteacher (or Chair of Governors)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children’s Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
  - Liaison with the Allegations Manager
  - Co-operation with the investigating agency’s enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or NCTL, depending on the outcome.

### **APPENDIX 3**

#### **Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones**

*[This is not a recommended policy. Please draft a policy that fits your school as required by the EYFS Framework. It is simply a suggested “start” to facilitate the development of such a policy.]*

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people’s children are not published on social networking sites such as Facebook.

## **APPENDIX 4**

### **Safeguarding pupils who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

**APPENDIX 5**

**Radicalisation and Extremism Risk Assessment**

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	<b>Low</b>  <b>Medium</b>  <b>High</b>	Way Forward

Date completed..... Signed.....

## **APPENDIX 6**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The mandatory reporting duty will commence in October 2015. Teachers will follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report will be made to the Police.

## APPENDIX 7

### Pink Sheets

In the top left pigeon hole, you will find the pink concerns/disclosure sheets.  
The pink paper is only to be used for these forms to make them easily identifiable.

Child protections in everyone's responsibility in school. The pink sheets are for any adult to complete if a child has made a disclosure to you or if you have a child protection concern. Always report a concern as soon as possible and date it. If you are ever unsure, you can talk to the Designated Senior Lead (DSL).

		<i>Date of last training</i>
DSL:	Suzanne Jones	18/11/2014
	Judy Ramsell	08/12/2014
Named Governors:	Josie Jackson	
	Clive Caulfield	

#### Guidance on completing the form

1	Child's Name	Date:
	Child's Date of Birth	Child's Year Group & Class
2	Concern/disclosure: <i>Please give as many details as possible relating to this specific concern/disclosure</i>	
3	Any known relevant history or information:	
4	Any additional staff witnessed concern or disclosure:	
5	Any Action Taken: <i>Please talk to DSL if unsure</i>	
6	Completed by: <i>Please print and sign</i>	
7	Follow-up <i>Office to complete</i>	

1. Child's details.
2. Please give as much detail as possible.  
With regards to a disclosure (and as a reminder to your Safeguarding Training), do not ask leading questions. Asking the child 'what happened?' is enough – otherwise if the child says too much it is classed as the 'initial interview' should the disclosure lead to a prosecution. **Never** promise a child confidentiality.
3. Any other information that is relevant to this concern.
4. Any other member of staff who was there at the time.
5. Any initial action that you have taken. For instance: talking to the child (if it is an observed concern), talking to the parent ((dependent pon the situation and remembering trained advice), giving breakfast etc. If there are **any** queries, please talk to the DSL **before** taking any action.
6. Please sign this and print your name clearly.
7. To be completed by the DSL

Please return the completed pink form to SJ's office ASAP after completing it. If SJ or JR are not available, it can be left upside-down in front of the computer before closing the door and informing the office staff that it is there.

If a concern is raised and no action has been taken, **you are duty bound to take this matter further.** Although please be advised that due to confidentiality, you may not be aware of actions that have been taken. Please talk to the DSL if you are concerned.



## Record of a Concern or Disclosure

<b>Child's Name</b>	<b>Date:</b>
<b>Child's Date of Birth</b>	<b>Child's Year Group &amp; Class</b>
<b>Concern/disclosure:</b> <i>Please give as many details as possible relating to this specific concern/disclosure</i>	
<i>Please use the back of the sheet if necessary</i>	
<b>Any known relevant history or information:</b>	
<b>Any additional staff witnessed concern or disclosure:</b>	
<b>Any Action Taken:</b> <i>Please talk to DSL if unsure</i>	
<b>Completed by:</b> <b>Please print and sign</b>	
<b>Follow-up</b> <i>Office to complete</i>	