

Model Safeguarding and Child Protection Policy for schools

Updated - June 2018

Notes

- This model policy contains all the elements required by the statutory guidance Keeping Children Safe in Education (2018) as part of your child protection policy. It also contains additional statutory elements required by KCSiE and other related guidance/legislation.
- The sections highlighted have been completed/changed and highlighting removed, to reflect the provisions/status of your school as part of the school's final policy edit.
- The Watermark includes the date of this version of the Wiltshire Council model policy. To remove the watermark in Word go to Design tab - Page Background.
- This model policy contains the most up to date flowcharts at the time of publishing. Ensure you have the most up to date version in your policy by visiting the WSCB website www.wiltshirescb.org
- A 2018 version of Working Together to Safeguard Children is due this summer. Once this document has been published, we will check that this policy is still up to date and will make any minor changes.
- Appendix 4 Model Concern record form. Schools using an electronic recording system should make sure the electronic form includes the key elements to ensure accurate recording and reporting including the body map and delete this appendix.

For further information about this policy contact

Safeguarding Adviser

Hélène Schwartz – Helene.schwartz@wiltshire.gov.uk

Teresa Mcilroy – Teresa.mcilroy@wiltshire.gov.uk (maternity cover for Hélène)

Safeguarding and Child Protection Policy

St John's Primary School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	18.09.18	.
Policy published (including on website) (date):	19.09.18	.
Next review (date):	Sept 19	.

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Berkeley Basinger-Adams	01985 213446	admin@st-johns-warminster.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Berkeley Basinger-Adams	01985 213446	admin@st-johns-warminster.wilts.sch.uk
Deputy DSL(s) (DDSL)	Charlotte Walker	01985 213446	admin@st-johns-warminster.wilts.sch.uk
Nominated Governor	Marion Barton	01985 213446	admin@st-johns-warminster.wilts.sch.uk
Chair of Governors	John Alpin	01985 213446	admin@st-johns-warminster.wilts.sch.uk
Designated Teacher for Looked After Children	Berkeley Basinger-Adams	01985 213446	admin@st-johns-warminster.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2016)

<p>Early Help - single point of entry:</p> <p>Children's Social Care referrals:</p> <p>Multi-Agency Safeguarding Hub (MASH):</p> <p>Out of hours:</p>	0300 456 0108
---	---------------

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

Introduction

St John's Primary is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2015)
 - Keeping Children Safe in Education (2018)
 - The Procedures of Wiltshire Safeguarding Children Board
- See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour policy
- Staff Code of Conduct
- Teaching & Learning policy
- Equality Statement
- Whistleblowing policy
- SEND policy
- Sex education
- Health and Safety

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2016).

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Behaviour Policy D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the headteacher.

Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At St John's Primary, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

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

All members of the proprietor body (for independent schools, academies and free schools) will have their details in relation to all the essential check as set out in KCSiE on record in their single central record (either at their main school, or in the Academy records).

See also Training.

Staff Code of Conduct (safer practice)

St John's Primary is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety

- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At St John's Primary, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2018) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex 1 of KCSiE.

Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and 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 carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team as appropriate.

Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

Peer on Peer abuse

All our pupils have a right to attend school and learn in a safe environment. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up".

It is likely to include, but not limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm
- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.
-

Consequently, peer on peer abuse is dealt with as a safeguarding concern.

St John's Primary has a Peer on Peer Abuse Policy that has full details including our actions to prevent / reduce Peer on Peer Abuse. However, as Peer on Peer Abuse is a SAFEGUARDING CONCERN our procedures for dealing with Peer on Peer abuse are also included in this Child Protection Policy, and as follows:

Stage 1 = Being made aware

We may be initially made aware by an allegation made by parents, other adults, staff, pupils, other pupils. At this stage we will then:

- *Discuss with the children concerned individually and then together (as part of our Restorative Justice Approach), at both times explaining the definitions and expected behaviours. This record will be kept in the Child Protection system.*
- *We will notify both sets of parents with an 'allegation of peer on peer abuse' letter, arranging a meeting to discuss strategies. This record will be kept in the Child Protection system.*
- *Monitor to gather any evidence – in order to make a clear decision*

If at any stage, we have a significant safeguarding concern we will notify MASH.

Stage 2A = Decision – that it is not peer on peer abuse

- *If, after a period of observation, a decision is made that there is no peer on peer abuse then the record will be kept in the Child Protection system in order to be used in future allegations should the need arise. The children will be told that there is no peer on peer abuse and will be supported to manage their friendship in line with our pastoral procedures. Parents will be informed that there is no peer on peer abuse and that they should support the children and school in helping the children to move forwards.*
- *If it appears that there are malicious allegations of peer on peer abuse being made by a child towards another we will regard this as a form of peer on peer abuse itself. The parent of that child will be informed. The parent of the child who had the original allegation made against them will also be informed. A record will be kept in the Child Protection system.*
- *If it appears that there are malicious allegations of peer on peer abuse being made by a parent then the parent will be issued with a 'notice of ban from the school premises' for a period of time. The school will decide on the period of time. If there are further negative developments from the parent the school will report the parent to the police.*
- *Support will be provided for children involved – see below*

Stage 2B = Decision – that there is peer on peer abuse

- *If a decision is made that the behaviour is peer on peer abuse, then sanctions and support will be applied.*

Stage 3 = Sanctions & Support

A) *Sanctions and support for a child who is abusing another:*

- *Communication with Social Services if it is at a level of significant concern as this is often an indication of a wider SAFEGUARDING CONCERN for this child themselves*
- *It may be that Social Services decide that a Common Assessment Framework (CAF) is written with regular Team Around the Child (TAC) meetings involving parents, social services, the school Designated Safeguarding Lead (D/DSL). This would identify any additional support this child may require such as:*
 - *Home-school systems*
 - *Restorative Justice*
 - *Counselling*
 - *Social Services visits*
- *Issuing of 'Confirmation of Peer on Peer Abuse' notification to both sets of parents with the school sanction identified. This record will be kept in the Child Protection system. Sanctions applied are at the discretion of the Headteacher, and may include any of the following in any combination:*
 - *Internal exclusion for a period of time*
 - *External exclusion*
 - *Segregation from the other child as required in lessons, dependent on the situation, for a suitable period of time*
 - *Segregation from the other child at playtimes. This is likely to be that the child will have their own playtime, not at the same time as the other children in the school, for a fixed period of time. This period of time will be determined by the school*
 - *Withdrawal from any lunchtime or after school club privileges and withdrawal from any pupil councils, for a fixed period of time. This period of time will be determined by the school*
 - *Counselling from staff or from an external provider for a period of time*
 - *Social stories group work for a fixed period of time*
 - *Behaviour Chart applied requiring playtime / lunchtime / end of school check-ins with a member of the Senior Leadership Team*
- *It may be that the school will need to produce a Risk Assessment against any further incidences. This will be kept on the Child Protection system.*

B) Support for the child who has been abused:

- *Records kept on the Child Protection system*
- *Support may include some of the strategies below:*
 - *Counselling from an ELSA or SENCO or HT or from an external provider for a period of time*
 - *Help and advice on assertiveness so as to help them develop healthy relationships*
 - *Wellbeing checker applied so that their wellbeing can have regular check-ins so as to see how they are managing*
 - *Additional Class PSHE sessions*
 - *Additional Key Stage or School Collective Worship sessions*
 - *Advice for parents as to how to support*

C) Ongoing monitoring of the situation will continue

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Record keeping and information sharing

The school will:

- keep clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. Appendix 4
- ensure all pupil safeguarding and child protection records are kept securely in a locked location.
- ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing 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.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are

encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the WSCB escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with Headteacher.

If a staff member feels unable to raise an issue with Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail
help@nspcc.org.uk.
- A member of the governing body: Marion Barton (Safeguarding), John Alpin (Chair)

Managing allegations against adults

St John's Primary follows the procedures set out in the WSCB Allegations Management Policy. If a staff member has concerns about another staff member or volunteer they report this immediately using the procedure described in 'Allegations against adults' flowchart. Appendix 5.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct. We ensure our foundation and advanced training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff receive Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

Monitoring and review

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting. The headteacher ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

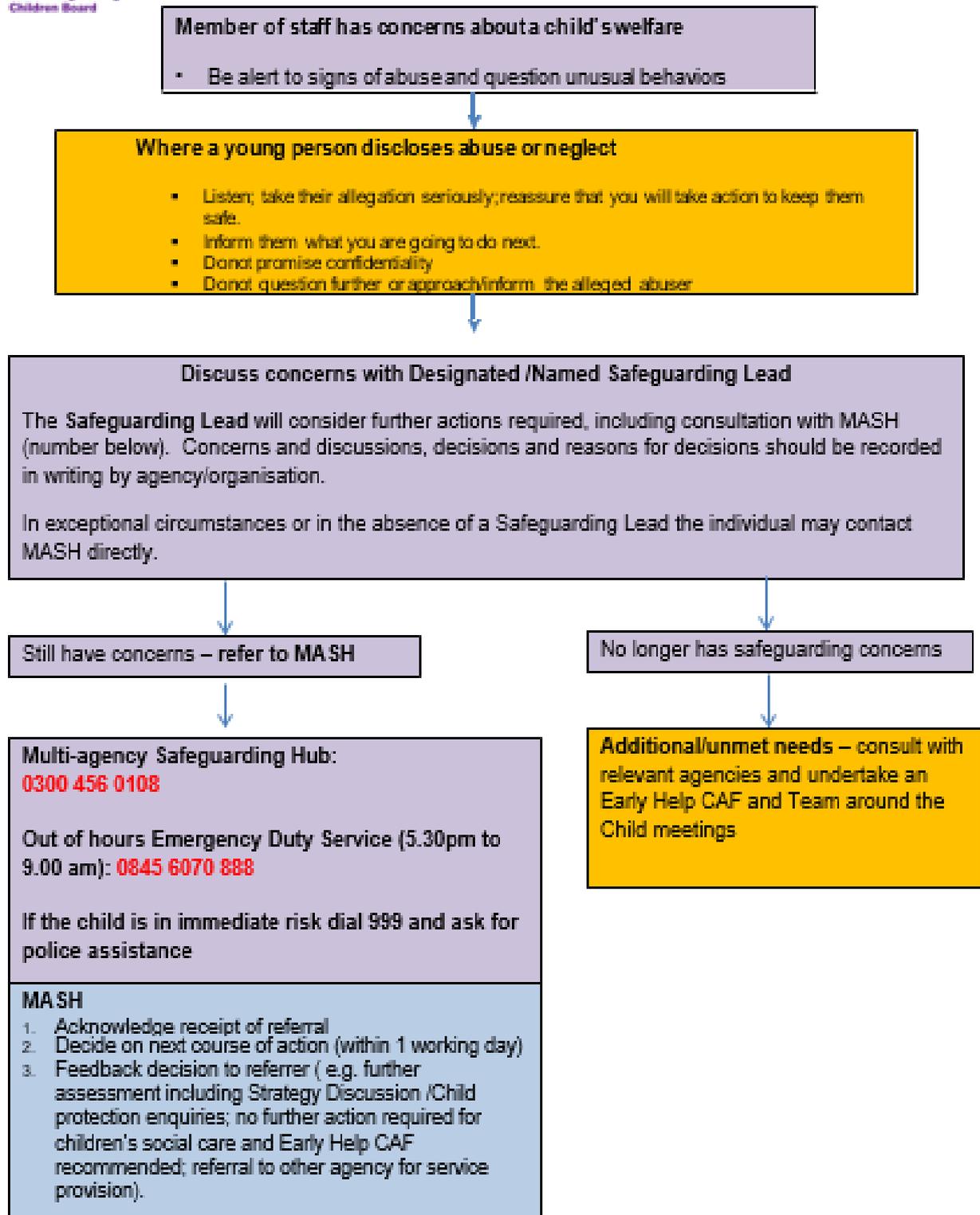
The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Appendix 3



What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

Updated January 2018

Appendix 4

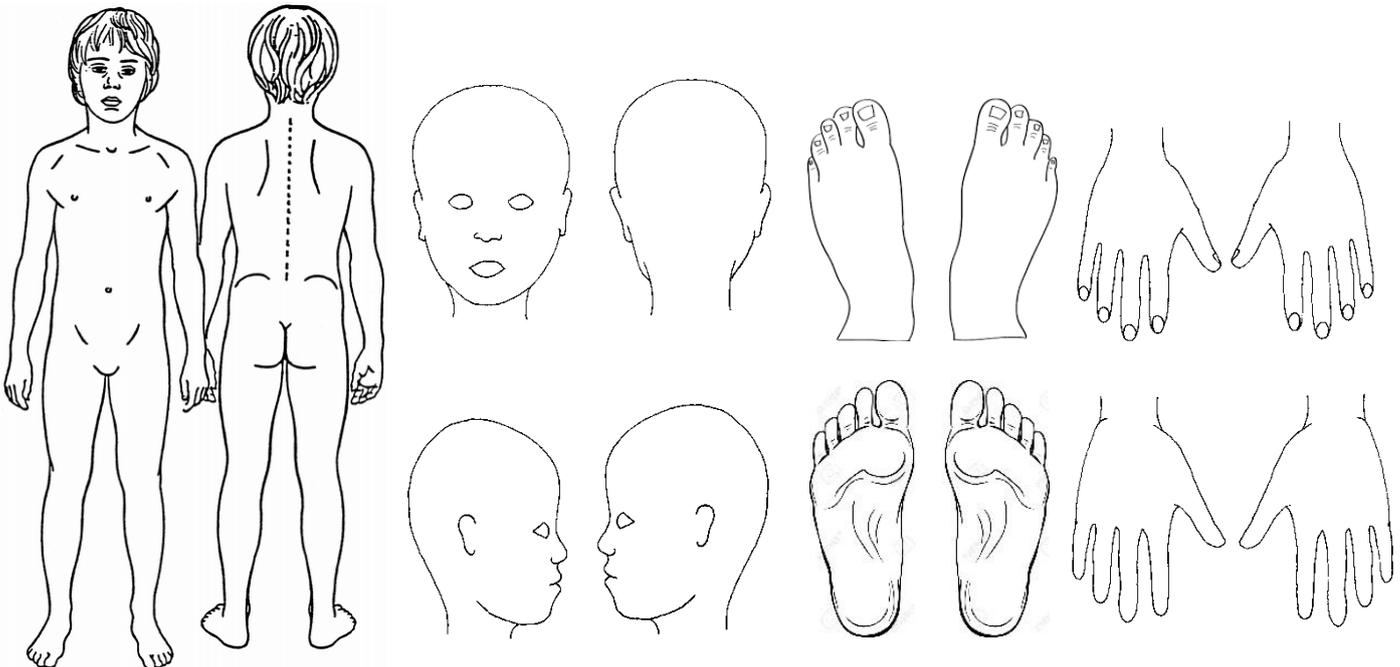
Child welfare concern record: Part A

Complete **Part A** this form every time you have a concern about a child.
The Designated Safeguarding Lead will complete **Part B**

Child's name			
Date of birth			
Name of member of staff reporting the concern		PRINT NAME	
		Signature	
Date (DD/MM/YY)		Time	

Concern- Use the body- map below to show any marks or injuries.	
Additional form used? (Attach securely)	Yes / No

Children must not be undressed or photographs taken of any marks or injuries



Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DDSL)

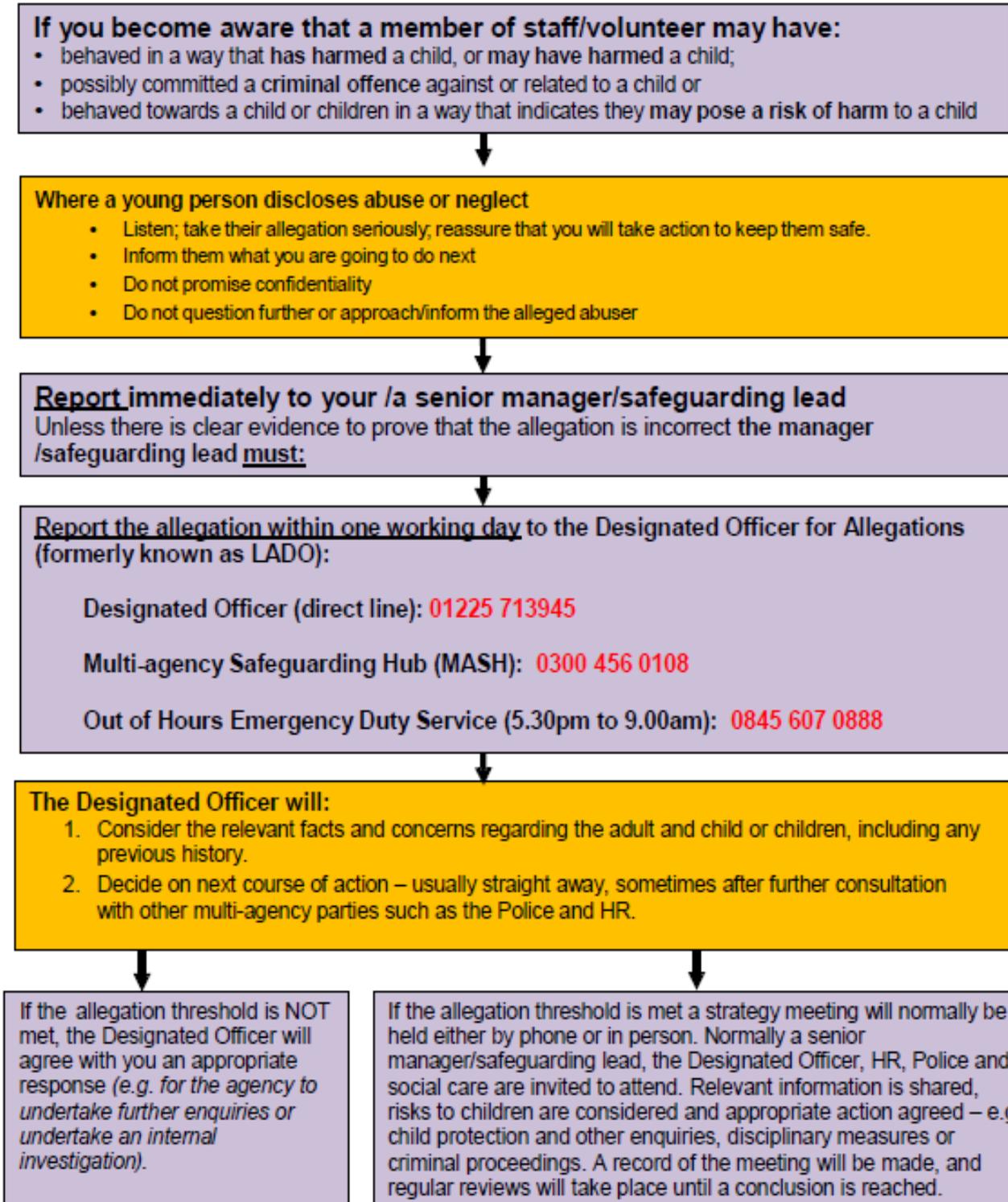
Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern		
Name of person taking action	Action	Date

Feedback given to person who raised the concern?			Y / N
Name		Date	

Appendix 5

ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN- GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirescb.org