

Lancasterian Primary School

Safeguarding and Child Protection Policy *A Haringey Schools Policy*



Version No.	Date	Approved by	Review Frequency	Review Date
4	Sept 2021	Nov 2021	+1 Year	Sept 2022

Contents

1. Key Contacts
2. Introduction and ethos
3. Policy Context
4. Definition of Safeguarding
5. Related Safeguarding Policies
6. Policy Compliance, Monitoring and Review
7. Key Responsibilities
8. Recognising Indicators of Abuse and Neglect
9. Child Protection Procedures
10. Confidentiality and Information Sharing and record keeping
11. Multi-Agency Working
12. Complaints
13. Staff Induction, Awareness and Training
14. Safer Working Practice
15. Staff Supervision and Support
16. Safer Recruitment
17. Safeguarding Children with Special Educational Needs and Disabilities
18. Peer-on-Peer Abuse
19. Gangs, County Lines, Serious Violence, Crime and Exploitation
20. Mental Health and children requiring mental health support
21. Children in need of a Social Worker (Children in need and child protection)
22. Looked After Child
23. Children that go missing from education (CME)
24. Online Safety
25. Curriculum and Staying Safe

26. Security

27. Local Support

Appendix 1 – Categories of Abuse

Appendix 2 – National Support Organisations

Appendix 3 – Cause for concern form

1. KEY CONTACTS

SCHOOL STAFF		CONTACT DETAILS	TRAINING DATE
Designated Safeguarding Lead	Kamelia Johnson	Kjohnson80.309@lgflmail.org Tel: 07738946884	13 th November 2020
Deputy Designated Safeguarding Lead and Head Teacher	Paul Murphy	head@lancs-pri.haringey.sch.uk Tel: 02088088088	5 th October 2020
Designated member of senior leadership team if DSL and deputy DSL off site	Charlotte Clinton	Cclinton5.309@lgflmail.org Tel: 02088088088	28 th April 2020
Nominated Safeguarding Governor	Jeannie McTavish	Tel: 02088088088	11 th April 2020
Designated Teacher for Looked After Child	Angela Fitzgerald	inclusion@lancs-pri.haringey.sch.uk Tel: 02088088088	16 th January 2020
Safer recruitment trained staff	Kamelia Johnson Paul Murphy Eoin Robertson	–	03 rd December 2018 22 nd February 2021 11 th June 2018
HARINGEY LOCAL AUTHORITY CONTACTS			
Local Authority Designated Officer	Shauna McAllister	Shauna.mcallister@haringey.gov.uk lado@haringey.gov.uk Tel: 0208489 2968 / 1186	

<p>Haringey Safeguarding Children Partnership</p>	<p>David Archibald, Independent Chair</p> <p>Fatmir Deda, HSCP Service Manager</p> <p>Eliese Gray, Executive Support Officer</p>	<p>https://haringeyscp.org/uk</p> <p>8th Floor River Park House, 225 High Road, London N22 8HQ 020 8489 1470 / 3145</p>
<p>Haringey Council's Children's Services</p> <p>Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.</p>	<p>Anthony Theodi, Acting MASH Service Manager</p> <p>Diana Hylton, Team Manager</p> <p>Dennita Oguh, Team Manager</p> <p>Sharon Biggs, Team Manager</p> <p>Aileen Duhig, Team Manager</p> <p>Fatima O'Dwyer, Deputy Team Manager</p> <p>John Stroud, Out of Hours Team Leader</p>	<p>Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm 020 8489 4470 mashreferral@haringey.gov.uk</p> <p>Out of office hours, including weekends: 020 8489 0000</p> <p>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</p>
<p>Multi Agency Safeguarding Hub</p>	<p>Making a MASH referral</p>	<p>mashreferral@haringey.gcsx.gov.uk</p> <p>Mon to Fri 8:45am to 4:45pm, Tel: 02084894470 Out of hours, Tel: 02084890000</p> <p>During your phone call (above) if you are a professional working with children, you may be asked to complete a MASH referral form within 24 hours.</p>
<p>NSPCC Helpline</p>	<p>-</p>	<p>https://forms.nspcc.org.uk/content/nspcc---report-abuse-form</p> <p>Tel: 08088005000</p>

Channel Helpline	-	Tel: 02073407264
------------------	---	------------------

2. INTRODUCTION AND ETHOS

- Lancasterian Primary school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody’s responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Lancasterian Primary School are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Lancasterian Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Lancasterian Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school, children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Promotion**
 - Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school.
 - **Prevention**
 - Providing a positive, supportive, vigilant, open and safe culture, with pastoral opportunities for all children, including a well taught curriculum which includes relationships and online safety.
 - Ensuring robust safer recruitment procedures are in place.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Lancasterian Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everyone’s responsibility and all those directly

connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- Staff and other adults working with children at Lancasterian Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Lancasterian Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Lancasterian Primary School always recognises the importance of safeguarding and the promotion of children's welfare. Safeguarding is embedded in all the school's processes and procedures and is at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Lancasterian Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately. This includes out of hours when DSL may not be available to speak to, in which case a direct referral should be made to social services - see contact details at the start of this policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, Keeping Children Safe in Education 2021 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2021.

3. POLICY CONTEXT

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2021 (KCSIE)
 - Working Together to Safeguard Children 2018 (last updated November 2020)(WTSC)
 - Ofsted: Education Inspection Framework' 2019 (revised June 2021)
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Early Years and Foundation Stage Framework (EYFS) September 2021
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
 - Multi-agency statutory guidance on female genital mutilation (July 2020)
 - Advice Sexual Violence and Sexual Harassment between children in schools and colleges (July 2021)
 - Relationships and Sex Education (RSE) statutory guidance (June 2019, last updated July 2021)
-

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Other legislation this policy is based on:

Legislation	What is covers
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> • Lists what must be recorded on the single central record • The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children’s Act 1989 (and 2004) amendment)	<ul style="list-style-type: none"> • Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))	<ul style="list-style-type: none"> • Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> • Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Acts 2006	<ul style="list-style-type: none"> • Defines what ‘regulated activity’ is in relation to children

•

4. DEFINITION OF SAFEGUARDING

- In line with KCSIE 2021, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment;
 - preventing impairment of children’s mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- Safeguarding is what we do to prevent children suffering or coming to harm.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and psychological needs. *Section 8 and Appendix 1 provides a more*

detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.

- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Extra Familial Harm
 - Fabricated or induced illness
 - Faith based abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer-on-peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious Violence
 - Sexual Violence and Sexual Harassment
 - Upskirting
 - Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2021)

5. RELATED SAFEGUARDING POLICIES

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Behaviour **including Anti-Bullying and the use of physical restraint**
 - Searching, screening and confiscation
-

- Online Safety including Acceptable Use of Technology Policies (AUP)
- Data protection and Information sharing
- Personal and intimate care
- Personal, social and health education (PSHE)
- Relationship and Sex Education (RSE)
- Health and safety, including plans for school reopening
- Attendance and punctuality
- Risk assessments (e.g. school trips, use of technology, Covid safety arrangements)
- First aid and managing medical needs
- Managing/dealing with allegations against staff
- Staff behaviour policy or Code of Conduct
- Safer recruitment
- Whistleblowing

6. POLICY COMPLIANCE, MONITORING AND REVIEW

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them.
- Visitors to the school site will be provided with safeguarding arrangements.
- Parents/carers will be signposted to the Safeguarding and Child Protection policy prior to children being enrolled.
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies, including for online safety, safer recruitment, and peer-on-peer abuse via the school website www.lancasterian.primary.co.uk. These and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally through the curriculum and via the school website.
- Lancasterian Primary School will review this policy at least annually. It will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- The policy will be reviewed annually by the senior leadership team and governing body, which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions taken.

7. KEY RESPONSIBILITIES

- The senior leadership team and the governing body sub-committee have read and will follow KCSIE 2021.
 - The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
-

- The senior leadership team and the governing body sub-committee will ensure that the Designated Safeguarding Lead is supported in their role.

Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed a Deputy DSL who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. **This is in line with full job description set out in KCSIE Annex C.**
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Head Teacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

It is the role of the DSL to:

- **Hold the overall responsibility for child protection.**
 - Act as the central contact point for all staff to discuss any safeguarding concerns.
 - **Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns; have cover arrangements over school holidays in the event of an emergency.**
 - **Understand the views of children and encourage a culture of listening to children and taking account of their wishes.**
 - **Take the lead for promoting trauma-informed practice in relation to behaviour, attendance, engagement and achievement.**
 - **Maintain and manage a confidential recording system for safeguarding and child protection concerns.**
 - **Ensure child protection files are up to date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome.**
 - Coordinate safeguarding action for individual children.
 - Liaise with other agencies and professionals in line with KCSIE 2021 and WTSC 2018.
 - Ensure that locally established procedures as put in place by the three safeguarding partners **(Children's social care, Police, Health)**, including referrals, are followed, as necessary.
 - Represent, or ensure the school – **and therefore the child's lived experience** - is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences).
 - Manage and monitor the school role in any multi-agency plan for a child.
-

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff on a need-to-know basis.
- Work with all staff (for example: teachers, support staff, pastoral leaders, SENco, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety).
- Raise awareness of safeguarding and child protection systems with staff, pupils and parents.
- Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2021).
- Provide support to staff as required.
- Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware it can happen here, and safeguarding is everyone's responsibility.
- Understand the signs and indicators that can signal that a child is experiencing unmet needs, harm or is at risk of harm.
- Have a trauma-informed understanding of the impact of childhood adverse events and experiences on behaviour, achievement and presentation.
- Actively promote welfare and safeguarding, including online safety of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of peer-on-peer abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents/carers have a responsibility to:

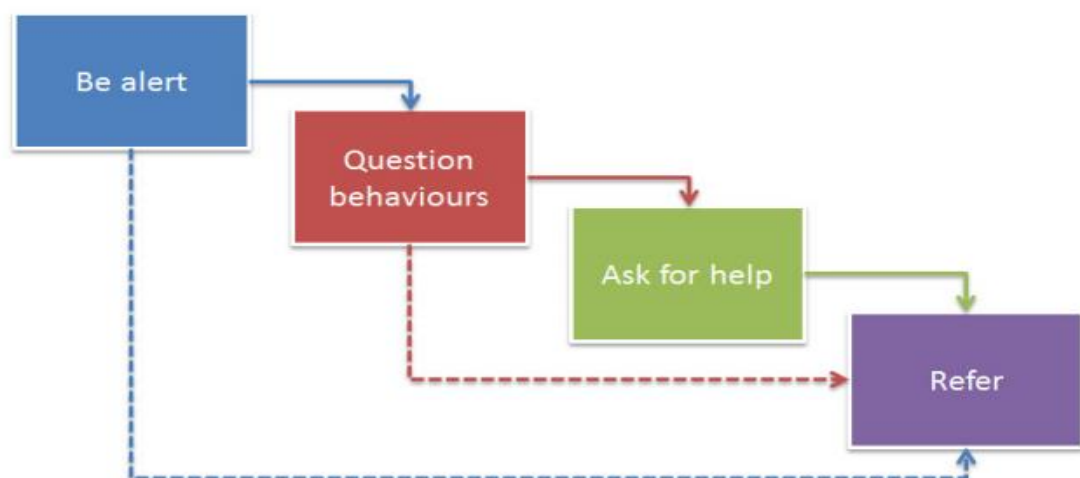
- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours, which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- **Speak to school staff if they have any concerns about the welfare, wellbeing and safety of their children.**

8. RECOGNISING INDICATORS OF ABUSE AND NEGLECT

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2021.
- Lancasterian Primary School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information see Appendix 1 of this policy and Appendix 7 for links to advice and support.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



‘What to do if you are worried a child is being abused’ 2015

- The school acknowledges that safeguarding includes a wider range of specific issues including (but not limited to):
 - Child abduction and community safety incidents
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - County Lines
 - Cybercrime
 - Domestic Abuse
 - Faith based abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against woman and girls
 - Homelessness
 - Honour based abuse (so called)
 - Mental health
 - Modern slavery & the National Referral Mechanism
 - Online Safety
 - Peer-on-peer abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
 - Preventing radicalisation and extremism
 - Relationship abuse
 - Serious Violence
 - Sexual Violence and Sexual Harassment
 - Upskirting
 - Youth produced sexual imagery, nudes/semi-nudes (“sexting”)
 - Additional information on these specific issues is given in the sections below, in Appendix 2 of this policy and also set out in KCSIE Part 1 and Annex B.
 - Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
 - It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
 - Parental behaviors’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who
-

are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

9. CHILD PROTECTION PROCEDURES

- Lancasterian Primary School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Lancasterian Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
 - The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on CPOMs as soon as possible after the alert to the DSL.
 - Any handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).
 - The DSL, along with the relevant Deputy DSL's will review the case and decided on the next steps. If a child is in immediate danger or is at risk of significant harm, a request for support should be made immediately to the Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
-

- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral.
 - The contact numbers for the MASH team are listed on Page 2 of this policy.
 - During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm.
 - During your phone call if you are a professional working with children, you may be asked to complete a **MASH referral form** within 24 hours.
 - This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk.
- Any member of staff/adult making a referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk

- Staff may notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on CPOMs.
- The DSL will ensure that there is continuous monitoring of the CPOMs throughout the day so no concerns are missed, and any necessary actions are taken.
- The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

DO:

- Listen to what the child has to say and allow them time to talk freely
 - Reassure the child that they are doing the right thing in telling you.
 - Let them know they are being taken seriously and that nothing they say is or will cause a problem.
 - Tell them what you are going to do and if you don't know, tell them you will update them when you do.
 - Stay calm and do not show that you are shocked or upset.
 - Make a handwritten record as the child speaks, or if it interrupts their flow, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on CPOMs.
 - Explain you will pass the information on and what will happen next.
 - Speak to the DSL or deputy DSL immediately if the child is in immediate risk or has been harmed as noted above.
-

- Report allegations about staff directly to the headteacher, or in their absence, a deputy headteacher (unless the allegation is against the headteacher in which case the chair of governors should be informed). See later section.

DO NOT:

- Ask leading questions.
- In any circumstances promise to keep what they have told you a secret.
- Undertake any investigation into the concern.

Making a record of a concern or disclosure

- Any child protection concerns should be entered on CPOMs.
- If the concern is a direct disclosure from a child, this should be recorded in writing by the receiving professional so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court.
 - The start, end time, location and date should be added to the report.
 - A summary of the report should be made on CPOMs and the DSL or deputy DSL informed immediately.
 - Children should not be asked to write an account of a possibly traumatic event. Aside from the ethical implications of doing so, there may be criminal law reasons for not asking a child to commit their account in writing without legal counsel.

Help referrals

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.
- If the DSL views that early help is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.
- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
-

- Usually, information will be withheld from parents/carers in the short-term only, although there may be cases, where information is not safe to be shared with a parent/carer at any point.
- Such discussions will be undertaken by DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and maybe already working in with the family.
- The DSL will liaise with Haringey MASH before deciding not to inform parents/carers of a child protection concern.
- In the event of a request for support (Early Help) from MASH, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.
- Parents/carers will be notified of disclosures of peer abuse where their child is the alleged perpetrator or victim, other pupils, unless it is unsafe to do so.

10. CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING

Confidentiality

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations, which might compromise a child's safety or wellbeing.
- The Headteacher, DSL or deputy DSL will share information about a child on a 'need to know' basis to help maintain confidentiality.

Information Sharing

- Lancasterian Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2021.
 - **The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.**
 - Staff should never promise a child that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
 - Their disclosure will be taken seriously, and it is **not** creating a problem.
 - Their disclosure will only be shared with relevant staff.
 - Staff will be sensitive to their feelings and concerns.
 - Their wishes will be heard.
-

- They will be kept informed of actions and support.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be, allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of children (KCSIE 2021).
- The school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- DfE Guidance on Information Sharing (July 2018) provides further detail. **The seven 'golden rules' for sharing information and can support staff who have to make decisions about sharing information** [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681117/information-sharing-advice-for-practitioners.pdf)
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding online monitoring system CPOMS and passed immediately to the DSL. This should include speaking to the DSL.
 - A body map will be completed if injuries have been observed using CPOMS.
 - Records will be, completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
 - Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
 - **Records will also be kept of any relevant communications for each child to build a full and detailed chronology. This may include other school's records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.**
 - All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be, obtained.
 - In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.
 - Ensure that safeguarding files are retained and stored appropriately in compliance with the Data Protection Act 2018;
 - Copies of CP files should be retained until the child is 25 years of age.
 - Any concerns related to suspected child sexual abuse should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer.
 - Concerns about those in positions of trust should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer.
 - Only cases resulting in a 'Malicious' LADO outcome should be deleted from records.
-

11. MULTI-AGENCY WORKING

- Lancasterian Primary School recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Lancasterian Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

12. COMPLAINTS

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found in the staff policy folder and on the school website etc.
- All reported concerns would be, taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the staff policy folder and on the school website etc.

13. STAFF INDUCTION, AWARENESS AND TRAINING

- All members of staff have been, provided with a copy of part one of 'Keeping Children Safe in Education' 2021, which covers safeguarding information for all staff.
 - School senior leaders, including the DSL, will read the entire document.
 - School leaders and all members of staff who work directly with children will access annex A within **KCSIE 2021**.
 - All members of staff have signed to confirm that they have read and understood KCSIE 2021. Records of these to be kept on the schools single central record.
 - All staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:
 - Safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with peer-on-peer abuse.
 - Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
 - Safeguarding response to children who go missing from education.
 - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - School leaders and all members of staff who work directly with children will access annex A within **KCSIE 2021**.
-

- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school internal safeguarding processes as part of their induction.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates during weekly all staff briefings, staff CPD sessions and via, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be, made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- The DSL and Headteacher will provide an annual report to the governing body committee detailing safeguarding training undertaken by all staff and will maintain up to date register of who has received training.
- Although the school has a nominated lead for the governing body, all members of the governing body committee will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. SAFER WORKING PRACTICE

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the code of conduct.
- Staff will be, made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct and Acceptable Use Policies.

15. STAFF SUPERVISION AND SUPPORT

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
 - The induction process will include familiarisation with child protection responsibilities and procedures to be, followed if members of staff have any concerns about a child's safety or welfare.
 - The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
 - The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
-

- The school will ensure that members of staff who are working within the foundation stage are, provided with appropriate supervision in accordance with the statutory requirements of **Early Years Foundation Stage (EYFS) 2021**.

16. SAFER RECRUITMENT

- Lancasterian Primary School is committed to ensuring we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- Lancasterian Primary School will follow relevant guidance in Keeping Children Safe in Education 2021 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The governing body and senior leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body and senior leadership team will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Lancasterian Primary School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

Allegations against staff and volunteers (ASV)

- All members of staff (aged 16+) working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff, including supply staff, visitors and contractors, are required to treat children and young people with respect, integrity, and consideration.
 - The LADO must be notified if any member of staff is suspected of behaving in a way that:
 - has or may have harmed a child;
 - has or may have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates that they may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
 - LADO thresholds relate to simple harm (not significant harm) and LADO outcomes are determined on the balance of probabilities.
 - Allegations should be referred immediately to the Headteacher.
 - The Headteacher or Designated Safeguarding Lead must contact the Local Authority Designated Officer (LADO) within 24 hours of being notified, to agree further action to be taken in respect of the child and staff member.
-

- Although information should be gathered by the case manager / Headteacher in order to make a LADO referral, care must be taken not to investigate prior to LADO ensuring that Police do not intend to investigate the case.
 - In the event of allegations of abuse being made against the Headteacher, allegations should be reported to the chair of governors who will case manage the allegation. If in doubt, any member of staff can discuss their concerns with the LADO.
 - All staff and volunteers are required to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding systems.
 - The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistleblowing - see section below.
 - The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2021, we have policy and procedures in place for:
 - Allegations that may meet the harm threshold
 - Concerns that do not meet the harm threshold
 - There is a legal requirement to refer to the Disclosure and Barring Service (DBS) where school removes an individual from regulated activity (or where the individual would likely have been removed had they not left), and where the individual has:
 - engaged in relevant conduct in relation to children and/or adults,
 - satisfied the harm test in relation to children and/or vulnerable adults; or
 - has been cautioned or convicted of a relevant offence (automatic barring either with or without the right to make representations).
 - Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
 - When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
 - The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
 - If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
 - The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
-

Whistleblowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team.
- Wrong-doing covered by this 'public interest disclosure' includes:
 - someone's health and safety is in danger;
 - damage to the environment;
 - a criminal offence (eg fraud);
 - not obeying the law;
 - covering up wrong-doing;
 - misusing public funds;
 - actions that negatively affect the welfare of children.
- All members of staff are made aware of the school whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
- Staff should raise concerns with
 - Line Manger
 - Specified person (or governor) in school such as the headteacher/principal or DSL
 - Local Authority
 - Union or Professional Association
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The use of premises by other organisations

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
 - Where services or activities are provided separately by another body using the school premises, the leadership team will:
 - seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
 - put in place arrangements for the organisation to liaise with the school on safeguarding matters
 - include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure
-

to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

- Should allegations be made on site, in relation to another organisation, it is a requirement that school will be notified alongside the LADO referral by that organisation. Both would attend the initial LADO ASV meeting.

Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 281-286 of KCSIE 2021.
- Those visiting school in a professional capacity (social workers, educational psychologists, school improvement officers) should provide their professional ID. The school should ensure that the professional visitor's agency/employer has confirmed that staff with organisational ID have the appropriate DBS checks.
- It is never acceptable to hinder access to a social worker undertaking statutory duties in school if school has confirmed the social worker's identity (organisational ID; in the event of concerns, an email from the social worker's manager).
- The Headteacher should always apply their own professional judgement about the need to escort or supervise any visitors.
- Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Complaints

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns.
 - All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or
-

volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 5 or this policy.

A separate policy is advisable. This can be found in the staff room/office/website etc. Adjust for school.

17. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Lancasterian Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the Inclusion Manager (SENDco) to plan support as required.
- Lancasterian Primary School will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be, disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. **Details of support and provision can be found in the school's SEND policy and annual report.**
- The DSL will work closely with the SENCo to share information and plan support and monitor as required.

18. PEER-ON-PEER ABUSE

- All members of staff at Lancasterian Primary School recognise that children are capable of abusing their peers. Lancasterian Primary School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
 - Lancasterian Primary School recognises that peer-on-peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violence and rituals.
 - Lancasterian Primary School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy DSL).
-

- We will follow the advice as set out in the non-statutory UKCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#) and the local guidance.
- When responding to concerns relating to child on child sexual violence or harassment, school will follow guidance outlined in part five of KCSIE 2021 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#).
- Staff and leadership are mindful that some peer-on-peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer-on-peer abuse will be supported by:
 - providing pastoral support to both the victim and perpetrator
 - working with parents/carers
 - in cases of sexual assault, informing the police and/or Haringey’s Safeguarding Team.

19. **GANGS, COUNTY LINES, SERIOUS VIOLENCE, CRIME AND EXPLOITATION**

- Lancasterian Primary School recognises the impact of gangs, county lines, serious violence, crime and **sexual** exploitation.
- It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - **The particular vulnerabilities of certain children (those who have experienced prior childhood trauma/abuse, children with disabilities and additional needs, children excluded from school, children in care)**
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

20. **MENTAL HEALTH AND CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.
 - Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
-

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.
- The school has in place a range of ways to support children's mental health both within and beyond school.

21. CHILDREN IN NEED OF A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION)

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may have due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child's safety, well-being, welfare and educational outcomes.

22. LOOKED AFTER CHILDREN (LAC)

- Lancasterian Primary School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
 - The DSL has details of students' social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
 - The school has appointed a designated teacher who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
 - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
 - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress.
 - The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.
-

23. CHILDREN THAT GO MISSING FROM EDUCATION (CME)

- Persistent absence or children that go missing from education can act as a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.

The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

24. ONLINE SAFETY

- It is recognised by Lancasterian Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. Lancasterian Primary School will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- Lancasterian Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into **four areas of risk as set out in KCSIE:**
 - **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
 - **Commerce:** risk such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Lancasterian Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, learning platforms, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- Lancasterian Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2021 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our acceptable use policy.
 - Lancasterian Primary School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, report the concern immediately to a member of staff, the ICT lead will report the URL of the site to technical staff
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, Lancasterian Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
 - Lancasterian Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age-appropriate online resources and tools by staff.
 - Lancasterian Primary School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
 - Lancasterian Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - providing information on our school website and other communication channels such as newsletters
 - offering specific online safety events for parents/carers
 - highlighting online safety at existing parent events
 - Lancasterian Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
 - The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
-

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Staff should understand the implications of private social media accounts being accessed by pupils, parents and the wider community, and that these may have an impact on their professional standing and could result in a referral to the LADO if they indicate suitability issues or transferrable risk.

Where children are asked to learn online at home in response to a full or partial closure:

- Lancasterian Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft 365 or equivalent.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Lancasterian Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

25. CURRICULUM AND STAYING SAFE

- Lancasterian Primary School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
 - Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
-

- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.
- The school has implemented the mandatory DfE Relationships Education, Relationships and Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our SMSC, RSE and PSHE curriculum policies.
- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Elective home education

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*).

Private fostering and host families

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A close relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.
- If the school make arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex E of KCSIE.

26. SECURITY

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
 - Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
-

- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Policy Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and Pastoral Team meet fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans.
- The Pastoral Team meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff.
- The Designated Safeguarding Lead will provide regular reporting on safeguarding activity and systems to the PDBA governing body.
- The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2021 to ensure the effectiveness of the school's safeguarding arrangements. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

27. LOCAL SUPPORT

- All members of staff in Lancasterian Primary School are made aware of local support available.

Haringey's Multi-Agency Safeguarding Hub (MASH).

- Monday to Thursday 8:45 am to 5:00pm;
Friday 8:45 am to 4:45 pm
020 8489 4470
-

- Out of office hours, including weekends:
020 8489 0000
Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999
 - **Contact details for Online Safety in the Education Safeguarding Service**
 - **Contact details for the LADO**
Shauna McAllister shauna.mcallister@haringey.gov.uk
 - **Integrated Children's Services**
 - Haringey's Safeguarding Team
 - **Met Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Haringey Safeguarding Children Multi-Agency Partnership (Haringey LA)**
 - **Adult Safeguarding**
 - Adult Social Care
-

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
 - Damage or injury around the mouth
 - Bi-lateral injuries such as two bruised eyes
 - Bruising to soft area of the face such as the cheeks
-

- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
 - Poor personal hygiene
 - Constant tiredness
 - Inadequate clothing
 - Frequent lateness or non-attendance
 - Untreated medical problems
 - Poor relationship with peers
 - Compulsive stealing and scavenging
 - Rocking, hair twisting and thumb sucking
 - Running away
 - Loss of weight or being constantly underweight
 - Low self esteem
-

Appendix 2: National Support Organisations

The following links are sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2021, and in Annexes B (specific issues) and D (online safety).

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number: [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://www.nspcc.org.uk)

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Personal, social and health education and Relationships and sex education

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 - DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 - DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 - PSHE Association: [Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk)
-

Covid and remote learning

- DfE safeguarding and remote learning is available: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/safeguarding-and-remote-education-during-coronavirus-covid-19)
- The Education People: [Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People](https://www.educationpeople.org.uk/safer-remote-learning-during-covid-19)
- DfE: [Education recovery support - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/education-recovery-support)

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer-on-Peer abuse, Sexual Exploitation and Criminal Exploitation

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Serious violence, gangs, county lines child exploitation

- Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
-

- DfE: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)
- Home Office: [Serious Violence Strategy - GOV.UK \(www.gov.uk\)](#)

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- PHSE Rise above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](#)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)
- UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
-

- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
 - True Vision: www.report-it.org.uk
-

Appendix 3 – Note of concern

Lancasterian Primary School

SAFEGUARDING CHILDREN – CAUSE FOR CONCERN

If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) as soon as possible (within one working day)

If you are concerned about an injury e.g. a bruise, use a body map overleaf to highlight the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

N.B. At all stages confidentiality is crucial.

Child's Name:	Date of birth:
Nature of Concern / Incident: (Please give <u>full details</u> of the nature of the concern, ensuring that you record <u>dates</u> , <u>times</u> , <u>frequencies</u> , as appropriate and any relevant conversations with the child.)	
Date concern noted:	
Any additional information incl. previous events:	
Staff member's name and Role:	
Date passed on to DSL:	
Initial action taken: (this section might include details of initial enquiries of the child, consultation with the DSL, contact with Safeguarding Advisory Service, any contact with or explanations from mother/ father/carers etc.)	
Date:	Time: Staff Signature:
Date:	Mother/Father/Carers Signature:

Print names

Recommended follow up action:

Date and time of notification of DSL

Name and signature of DSL

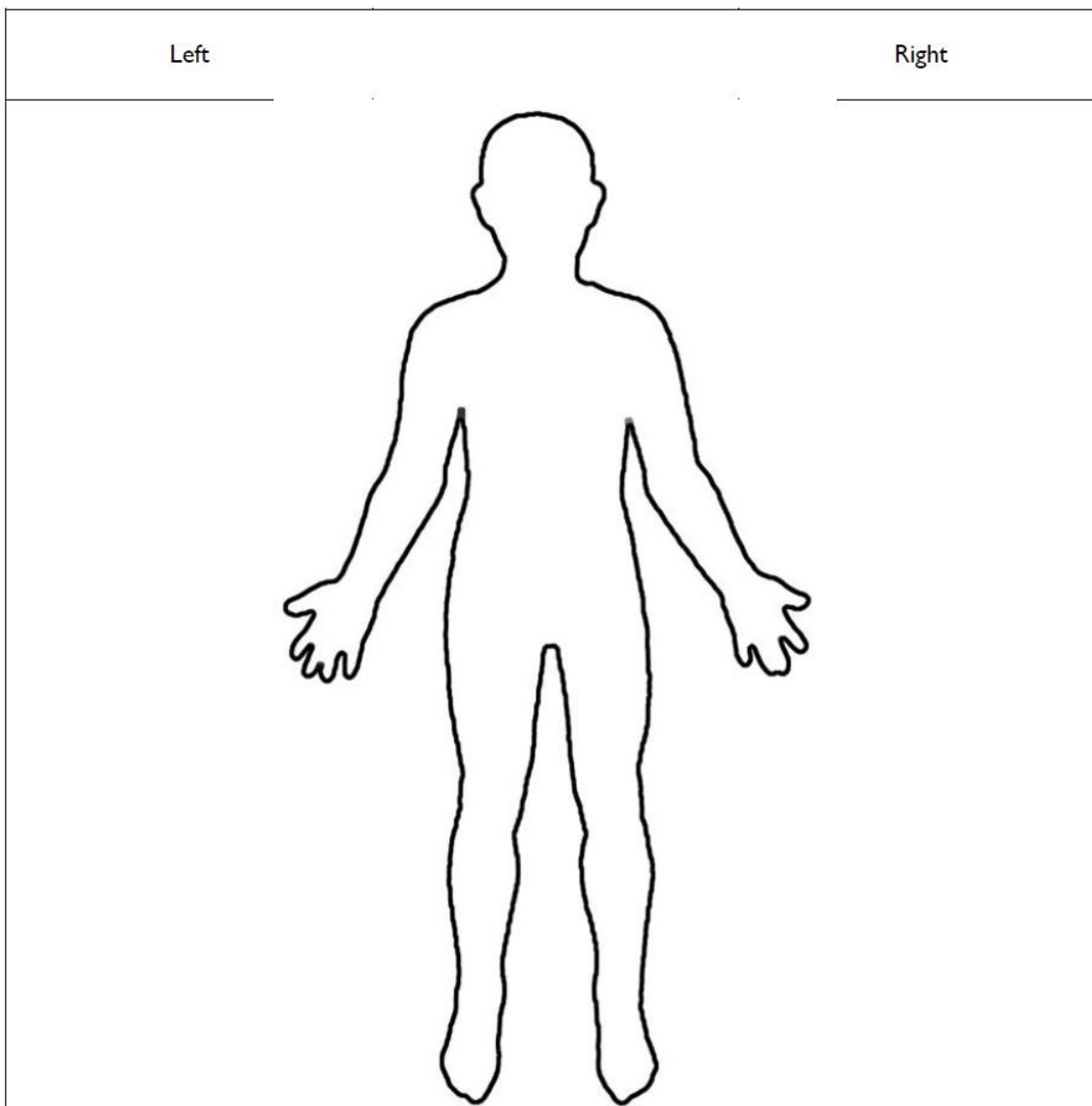
Date of report.....

***This report to be filed separate from the child’s learning and development records by the DSL.**

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view



Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET
Any discussion to be recorded separately on a note of discussion sheet.