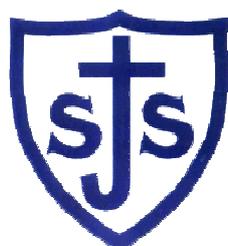


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

CRAYFORD



SAFEGUARDING AND CHILD PROTECTION POLICY

AUTUMN 2017

Role	Designated Lead for Child Protection	Deputy Designated Lead	Named Governor for Child Protection	Local Authority
Name	<i>Mrs J Sinclair</i>	<i>Mrs A Truss/ Mrs K Partridge</i>	<i>Mr R Clarke</i>	<i>'Open Door' Duty Social Worker</i>
Contact via	<i>Main School Office Tel (01322 524162)</i>	<i>Main School Office Tel (01322 524162)</i>	<i>Main School Office Tel (01322 524162)</i>	<i>Tel: (0203 045 5440)</i>

To be reviewed: Autumn 2018 – Resources – Mr R Clarke

Mission Statement

The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

THE AIMS OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

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Introduction

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and cares has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.” Keeping Children Safe in Education (September 2016).

Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures. This policy also reflects the requirements of Working Together to Safeguard Children March 2015 and ***‘Keeping Children Safe in Education’, September 2016 (which all staff and governors have signed for) and Prevent Duty Guidance 2015.***

The safeguarding of children is everyone’s business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- * Preventing the impairment of children’s health or development
- * Protecting children from maltreatment
- * Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children’s Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. Categories of abuse:

- * Physical Abuse
- * Emotional Abuse
- * Sexual Abuse
- * Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher, other professional or a peer.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider a referral to the Family Wellbeing Service (with parental consent) or consider which route to take in line with all the resources the school and Bexley may have to offer.

Aims

We will aim to safeguard children by:

- * Adopting child protection guidelines through procedures and a code of conduct for governors, staff and volunteers.
- * Sharing information about child protection and good practice with children, parents and carers, governors, staff and volunteers.
- * Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- * Carefully following the procedures for recruitment and selection of governors, staff and volunteers.
- * Providing effective management for governors, staff and volunteers through induction, support, supervision and training.

We are committed to reviewing our policy and good practice at least annually. We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- * Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- * Ensure children know they can approach adults employed in the school if they are worried. Posters are displayed around the school, encouraging pupils to share their concerns.
- * Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- * Ensure we have a Designated Lead for Child Protection who is a member of the senior leadership team and who has received appropriate training and support for this role. The Designated Lead at the time of writing this policy is Mrs Sinclair or in Mrs Sinclair's absence, Mrs Truss, Deputy Head Teacher or in Mrs Truss' absence, Mrs Partridge, Assistant Head Teacher.
- * Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is Mr R Clarke.

- * Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Lead and Deputy Designated Leads and also the Designated Governor responsible for child protection and their role.
- * Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns on.
- * Ensure all staff know that if they have concerns there are always three routes available to take to raise these:
 - Speak to the Designated Lead in the school, Mrs Sinclair, or in her absence, Mrs Truss, or in her absence, Mrs Partridge.
 - Contact Children’s Social Care directly at Bexley, by ringing 0203 045 5440
 - Contact the Police, by ringing 101 (non-urgent) or 999 (emergency).
- * Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- * Notify Children’s Social Care (Duty Officer – ‘Open Door’ on telephone number 0203 045 5440) immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
- * Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chairperson).
- * Keep written chronological records of concerns about children (Appendix F), even if it is assessed that a referral is not necessary; and if that is the case, consider next steps that should be taken.
- * Ensure all records are kept securely; separate from the main pupil file.
- * Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
- * Ensure safe recruitment practices are always followed.
- * When a child transfers to another school the Designated Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.

- * All school staff should be prepared to identify children who may benefit from early help, speaking to one of the Designated Leads so that support can be provided soon as a problem emerges.

Definitions of Abuse

These definitions are based on those from *'Working Together to Safeguard Children March 2015, 'London Safeguarding Children Procedures' and 'Keeping Children Safe in Education September 2016.*

The term abuse was updated in *'Keeping Children Safe in Education September 2016'*. Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- * Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- * Imposing developmentally inappropriate expectations
- * Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- * Exploitation or corruption of children
- * Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Specific Safeguarding Issues

Children Missing from Education

St Joseph's will implement safeguarding policies, procedures and responses for children missing from education. It is essential that all staff are alert to signs and individual triggers when evaluating the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

If a child is taken off roll, St Joseph's will:

- * Contact the Local Authority to inform that the child has been removed from the admissions register for any child other than Year 6 at the normal point of transition. This includes children who have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- * Contact the receiving school to ensure continuity of education. If the child has a Child Protection issue the Designated Lead will speak directly to the Designated Lead of the receiving school. All safeguarding case notes will be sent separately for the attention of the Designated Lead. There will be a slip sent with the documentation asking for written receipt that the information has been received.
- * Keep a log of all children arriving and leaving St Joseph's with details of previous educational settings, destination settings and any information regarding child protection issues, behaviour, medical or SEN needs.
- * Require confirmation from a medical doctor if the child is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- * Require confirmation that the child is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- * Notify the Local Authority if a child has been permanently excluded.

The school inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Children Missing Out on Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life. The school therefore will:

- * Work with the Local Authority to monitor details of pupils who are regularly absent and will work closely with the Education Welfare Officer.
- * Will write to parents to highlight attendance concerns. If there is no improvement a second letter is sent inviting parents for a meeting with the Head Teacher/EWO to discuss concerns. If after this meeting there is no improvement an official referral is made to the Local Authority and a home visit is arranged.
- * Report Children Missing Education termly, just before half term. Nil returns will also be reported via the following link:
 - https://mybexley.firmstep.com/service/Children_missing_education
- * Monitor pupils' attendance (see Attendance Policy) and in-line with its Safeguarding duties under the Section 175 of the Education Act 2002 will investigate unexplained absences by telephoning the parents on the morning of the unexplained absence.
- * If a child's absence raises a child protection concern, Social Care will be contacted.

Home Education

Parents have a duty to ensure that their children of compulsory school age are receiving efficient full-time education. Some parents may elect to educate their children at home. Parents must notify the school in writing of their intention to home educate. The school will take the child off roll and inform the Local Authority of the decision.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. The school will refer to Social Care if there are any concerns.

Female Genital Mutilation (FGM)

Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are like to come from a community that is known to practise FGM (examples are countries in Africa and Asia). Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. The school will refer to Social Care/Police if there are any concerns.

Radicalisation and Extremism

Extremism is the vocal active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The Prevent Duty is the duty in the Counter Terrorism and Security Act 2015 for specified authorities in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism DfE dedicated helpline (0207 340 7264) or the Local Police 101.

Behaviour may include:

- * Changing style of dress
- * Day to day behaviour becoming increasingly centred on extremist ideology, group or cause
- * Possession of material linked with extremist cause
- * Using derogatory name for another group

All staff will complete the Channel General Awareness online training as part of their induction. The Designated Lead will attend Workshop to Raise Awareness of Prevent (WRAP).

Forced Marriage

If the school becomes aware of a forced marriage concern we will contact the Forced Marriage Unit (FMU), telephone 020 7008 0151 or in an emergency the Police 999.

Peer-on-Peer Abuse

The school recognised that other pupils may engage in behaviours/activities that could constitute abuse – for example inappropriate conversation, touching, use of social media for sexting, bullying, cyber abuse, gender based violence. The school will raise awareness and challenge behaviours through its PSHE, RE and E-Safety curriculum. The school will monitor all behaviour and if bullying is suspected sanctions will come into force. Parents will be notified. The school will use its resources to support both the victim and the perpetrator and where appropriate seek support from outside agencies to prevent any reoccurrence.

Honour-Based Violence

If the school became aware of any family issues of violence of honour-based nature it would take advice from the police.

Inappropriate Discipline at Home

The use of physical chastisement in families and the use of stress positions as a form of punishment may constitute abuse. In our Home/School Agreement parents sign:

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used or where the use of that force has resulted in injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time). I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Breast Ironing

Breast ironing also known as breast flattening is the pounding and massaging of a pubescent girls breasts, using hard or heated objects, to try to make them stop developing or disappear. Victims are like to come from a community that is known to practise Breast Ironing (examples are countries in Africa). Professionals should note that girls at risk of Breast Ironing may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. The school will refer to Social Care/Police if there are any concerns.

Bullying – including Cyber Bullying

Under the Children Act 1989 a bullying incident could be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. If school staff feel that an offence may have been committed we will seek assistance from the police.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator at the local authority of the action taken against a pupil.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Children Missing from Home or Care

The school will contact the local authority social care and police immediately they are aware of a missing child and support the agencies as required. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care.

Domestic Violence and Abuse

Definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- * psychological
- * physical
- * sexual
- * financial
- * emotional

The school recognises that domestic violence has a close link with child protection issues and the school will contact Social Care and Family Wellbeing where they are aware of these issues in the home situation.

Drugs

St Joseph's will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. We will be pro-active in the early identification of children's and young people's needs and in safeguarding the children in our care. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home the school will assess whether it is a safeguarding issue and in the first instance contact Social Care and if it is not deemed an immediate safeguarding issue the school will encourage the family to engage with Family Wellbeing.

Fabricated or Induced Illness

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, the school will contact Social Care.

Faith Abuse

Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them associated with spirituality and witchcraft. Where this is suspected the school will contact Social Care.

Gangs and Youth Violence

The school will work with our pupils to strengthen social and emotional skills to build resilience to the negative influences that they may face and they understand how to avoid risk and risky situations related to gang and youth violence. Should the school become aware of 'gangs' or youth violence the school will take steps including speaking to parents and possible contacting police or social care.

Gender-based Violence/Violence Against Women and Girls (VAWG)

St Joseph's are aware of the increase in sexting, sexualised behaviour, sexist bullying and gender-based bullying, set against a backdrop of proliferating technologies, an increased pressure to look good, share everything online and cyberbullying. We will encourage children to share concerns and take appropriate action to safeguard the needs of our children. The school will refer to Social Care if there are any concerns.

Hate

See Radicalisation and Extremism

Mental Health

The school will actively monitor the children's welfare including mental health. Early help will be provided at the earliest stage of an identified issue. Early help may be provided as an in-school intervention. The offers available include parenting support from the SENCo, or from outside agencies, Family Wellbeing or a referral to the Early Intervention Team for assessment/support.

Private Fostering

St Joseph's will notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

Relationship Abuse

Where the school becomes aware of abusive relationships, the safeguarding and child protection of the child will be paramount. The school will contact Social Care where this impacts on the safety of the child. The school will signpost advice to families where support may be found.

Sexting

When an incident involving youth produced sexual imagery comes to the school's attention:

- * The incident should be referred to the Designated Lead as soon as possible
- * The Designated Lead should hold an initial review meeting with appropriate school staff
- * There should be subsequent interviews with the young people involved (if appropriate)
- * Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- * At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Trafficking

The school recognises that children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. The school will always inform the local authority when a child is taken off roll and migration reports will have details of destination school including speaking to the school for information on the child.

Possible Other Indicators of Abuse

Pupils may exhibit signs may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place. Links with poor behaviour, self-harm, attendance, punctuality, poor homework, presentation of parents will be considered.

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Lead or Deputy Designated Lead by completing an Internal Notification of Concern form (Appendix D) and handing it directly to them, explaining your concern. In the absence of the Designated Lead, speak to the Deputy Designated Lead, Mrs Truss. In her absence, speak to Mrs Partridge, Assistant Head Teacher. Both the Headteacher and the Deputy Headteacher are contactable on their mobile phone when not on the school premises.

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly. The number is 0203 045 5440.

The Roles and responsibilities of the Designated Lead

The Designated Lead is Mrs Sinclair and has been nominated by the governing body of St Joseph's Catholic Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Mrs Sinclair, the matter should be brought to the attention of Mrs Truss. In the absence of both of them, speak to Mrs Partridge, Assistant Head Teacher.

The Designated Lead will make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.

The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. .

A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or LSCB websites) within 48 hours.

When making a referral, the Designated Lead should keep a written record of:

- * Discussions with child
- * Discussions with parent/s
- * Discussions with staff
- * Information provided to Social Care
- * Advice given and decisions taken (clearly times, dated and signed)

Children's Social Care should acknowledge the referral within one working day and the Designated Lead will contact Social Care if no acknowledgement has been received within 3 working days.

Suspicions will not be discussed with anyone other than those nominated above.

Ensure all stakeholders understand how to respond if they have concerns about the welfare of a child. Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.

They should also consult with London Borough of Bexley Children's Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see *Appendix A*)

Where welfare concerns do meet the threshold for Social Care, the Designated Lead will suggest a Family Wellbeing Referral.

Monitor the welfare of all pupils and where appropriate offer Early Help support.

Ensure school Safeguarding and Child Protection Policy is updated at least annually.

Keep parents informed of Child Protection and Safeguarding issues via school newsletter and website.

Monitor all policies and ensure procedures are actioned. Keep up to date with DfE guidance and update policy documents accordingly ensuring all staff and stakeholders are aware of changes.

Keep up to date with the Social Care and Welfare provision provided by the Local Authority and ensure children/families access support as appropriate.

Undertake training every two years and keep updated annually, including multi-agency training.

Ensure staff are trained annually and are kept up to date via staff meetings and emails.

Ensure adequate steps are taken to ensure that all visitors and contractors are risk assessed to ensure welfare of pupils.

Ensure all staff, governors and parents who regularly support in school have an Enhanced DBS check and a Disqualification Declaration form (by association) completed.

Ensure Safeguarding and Child Protection is a priority for all induction of governors, staff and volunteers.

Ensure procedures for Safer Recruitment are followed including Prohibited from Teaching check.

Assess the information quickly and carefully and ask for further information as appropriate.

Responding to a child making an allegation of abuse

- * Stay calm, listen carefully to what is being said
- * Find an appropriate early opportunity to explain that it is likely that the information will need to be share with others-do not promise to keep secrets
- * Allow the child to continue at his/her own pace
- * Ask questions for clarification only, and at all times avoid asking leading questions.
- * Reassure the child that they have done the right thing in telling you
- * Tell them what you will do next and with whom the information will be shared
- * Pass this information on immediately to your Designated Lead or Deputy Designated Lead in his/her absence.

- * When asked, record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated before handing it to the Designated Lead or Deputy Designated Lead.

After a child has disclosed abuse, the Designated Lead should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

Responding to a child making an allegation of abuse against another child

Treat the disclosure in the same way as you would for any other disclosure. Make initial judgement based on information and decide on the next steps. Involve Bexley Safeguarding Team as appropriate.

Responding to Allegations of abuse against a member of staff, other worker or volunteer

The Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. The LADO (Local Authority Designated Officer) will be rung immediately. If the suspicion involves the Head Teacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.

Any safeguarding concerns about a member of staff in the school should be brought to the attention of the Designated Lead or Deputy Designated Lead.

Looked After Children

The Designated Lead and Deputy Designated Lead are responsible for the induction and monitoring of any Looked After Children who are admitted to the school.

Children with Special Educational Needs and Disabilities

Children with SEND can face additional safeguarding challenges additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- * Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- * Children with SEND can be disproportionately impacted by bullying, without outwardly showing any signs.
- * Communication barriers and difficulties in overcoming these barriers.

Recruitment and Appointment of Workers and Volunteers

In recruiting and appointing workers we, St Joseph's Catholic Primary School, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- * Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- * Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- * All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- * We will make sure that we measure the application against the selection criteria
- * All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- * We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- * We will request to see documentation of any qualifications detailed by the applicant.
- * We will always interview our candidates for a job.
- * We will have at least two people from our organisation on the interview panel one of whom must have successfully completed the Safer Recruitment training.
- * We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call. Historical references for long-term staff will be risk assessed.
- * The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- * We will ensure that our successful applicant is checked in accordance with the Disclosure and Barring Service (DBS). We will need to see the results of this check before we confirm them in post and record details on the Central Register. Furthermore all staff and volunteers will be asked to complete and Disqualification Declaration Form. In addition to this 20% of staff per year will be re-checked.

In recruiting and appointing volunteers we, St Joseph's Catholic Primary School, will be responsible for the following:

- * All volunteers/work experience students will have a DBS check carried out and be interviewed prior to starting their placement to ascertain previous work history and experience. Furthermore all volunteers will be asked to complete and Disqualification Declaration Form.
- * All volunteers receive an induction and are given clear written guidance on responsibilities, acceptable behaviour and limits to their role, based on the school's policies.
- * As part of induction, all volunteers are given a copy Keeping Children Safe in Education, Part 1 and also a copy of this policy and asked to sign to say they have read it and understand the referral procedures in place.

Staff Conduct

Staff and volunteers (including school clubs) are expected to maintain the highest standards of professional integrity. E-Safety rules are issued to staff and volunteers working in the school. Staff sign that they agree to adhere to these rules. The school recognises that staff will have their own mobile phones. The policy of the school is that these should not be used in the presence of children nor to be used for taking photographs for school based activities both on the premises and off site. The exception being an emergency situation. Photographs of children must always be taken with the school camera equipment.

Use of Physical Intervention

There is an absolute ban on the use by any member of staff or any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation. The school realises that some physical contact may take place where a child is hurt, needs instruction in the use of a particular instrument/piece of equipment and safety issues such as the need to prevent a child hurting themselves e.g. by running into a road. In exceptional circumstances a member of staff may need to intervene if a child was in danger of hurting themselves or others. A number of staff have received Team-Teach training on how to undertake positive handling. In all cases of physical restraint a Record of Physical Intervention or Restraint form needs to be completed (Appendix A of the schools Physical Restraint Policy).

Registered Sex Offenders

A person who attends the premises of St Joseph's Catholic Primary School in any capacity who is required to register with the police under the Sexual Offences Act 2003 is required to notify the school's Designated Leads for safeguarding.

The school will require persons to participate in a risk assessment and subsequent written agreement (Appendix E).

This is a confidential document which will be shared with only the Designated Lead and Deputy Designated Lead at St Joseph's. This assessment is completed with two members of the safeguarding team. The assessment will be reviewed annually unless further information is disclosed to establish any changes of details such as address changes, further offences or removal from the Sex Offenders' register. The written agreement will be drawn up following the completed risk assessment.

Supervisory arrangements for the management of St Joseph's Catholic Primary School out of school hours activities

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines:

- * All volunteers receive an induction and are given clear written guidance on responsibilities, acceptable behaviour and limits to their role.
- * As part of induction, all volunteers are given a copy of this policy and the guidance 'Keeping Children Safe in Education' Part 1 and asked to sign to say they have read it.
- * We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- * Where applicable, all clubs independent of the school must have their own child protection policy and procedure in line with the school's.
- * The club will keep a register of all children attending the activities and give a copy to the school.
- * The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked.
- * All staff signing in registers will include arrival and departure times.
- * Our team members will record any unusual events on the accident/incident form (available from the school office). (Appendix G).
- * Written consent from a parent or guardian will be obtained for every child attending our activities.
- * Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- * Club members are not permitted to have personal mobile phones in sight of children, except in the case of an emergency.
- * Staff / outside providers should not be alone in a closed room with a child.
 - * Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
 - * Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
 - * All team members should treat all children with dignity and respect in attitude, language and actions.

Student who go missing on / off school site

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, each student is issued a high-visibility jacket and wristband to wear which details the school's name and contact telephone

number in case they go missing. Procedures are in place if a student should go missing in / out of school (see *Appendix B*).

Transporting Pupils

Should an emergency situation arise, which requires a staff member to take a pupil home in a car, two members of staff will accompany the child. The Head Teacher's permission will always be sought prior to this taking place.

Additional Support Plans (Behaviour support)

This includes strategies that help to prevent safeguarding issues in school such as:

- * Positive physical intervention when necessary
- * Behaviour interventions
- * Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to
- * Clear systems and routines for dealing with behaviour across the school day including lunchtimes
- * Students with 1:1 Teaching Assistant support

Management of Children with Child Protection Plan

If a child is subject to a Child Protection Conference, the Designated Lead will attend the conference to share any relevant information.

If the child has a Child Protection Plan, the Designated Lead is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.

Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Lead will inform the Social Worker.

Exclusions Policy

A student who physically or sexually harasses others may be excluded.

Support and Training of staff and volunteers

St Joseph's Catholic Primary School, are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Lead and Deputy Designated Lead undertake training in inter-agency working and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually.

At the start of each academic year, every member is required to read and sign that they have read, the Safeguarding and Child Protection policy, which is shared by the Designated Leads.

Each term staff are reminded of key aspects of the school's Safeguarding policy by the Designated Lead. Level 1 training for all staff is organised for the school by the Designated Lead, or for those staff who join the school. Designated Lead training is carried out every two years by an external provider. The Designated Lead attends Inter-Agency Training at least once a year.

Record Keeping

Department of Education guidance says that the Designated Lead should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

The school uses a chronological record to track and follow-up concerns. This is placed at the front of each pupil file.

If a child transfers to another school or other educational establishment, the Designated Lead will speak to the Designated Lead of the receiving school directly and log all contact on the schools migration report. The Designated Lead will forward the child protection file to the named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only.*'

When a child arrives at the school, St Joseph's will contact the previous setting and request the school file. At this point the previous school will be asked directly if there are any Child Protection, SEND, Behaviour or Medical issues. If Child Protection issues are indicated, the Designated Lead will contact the Designated Lead of the previous school to discuss details. This will be logged on the schools Migration Report for Arrivals.

The Designated Lead will retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Designated Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Early Help

The school will be alert to the potential need for early help for a child who:

- * is disabled and has specific additional needs;
- * has special educational needs;
- * is a young carer;
- * is showing signs of engaging in anti-social or criminal behaviour;
- * is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- * has returned home to their family from care; and/or
- * is showing early signs of abuse and/or neglect.

Early help will be provided at the earliest stage of an identified issue. Early help may be provided as an in-school intervention. The offers available include parenting support from the SENDCo, or from outside agencies or a referral to the Early Intervention Team for assessment or a referral to Family Wellbeing.

Helping children to safeguard themselves

Assemblies, PSHE lessons, School Trip Risk Assessments and Circle Times are a common feature of how we educate pupils to keep themselves safe at St Joseph's. The school's computing curriculum teaches children about the safe use of technology including how to use the internet safely and its links with Social Media and the appropriate use of mobile phones.

'Tell Someone' poster

The 'tell someone' poster is visible throughout the school to help children to understand that they need to speak up if they are unhappy with how someone is treating them or how someone else is being treated. Child Line's telephone number is 0800 028 0285.

Circle Times

Circle Time is a tool used by all teachers to address issues often specific to the class involved, for example how safe children are feeling, issues relating to hygiene or resolving issues on the playground.

Risk Assessments

For any trips, a risk assessment is completed by the class teacher, Educational Visits Co-ordinator (Mrs Burns) and with the children prior to the trip taking place.

Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistle blowing policy.

E-Safety in St Joseph's Catholic Primary School

The school has a separate E-Safety policy which is available on the school website. The following provides key information about issues and procedures which may arise linked to E-Safety.

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively. Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.

Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, evaluation and retrieval. Teachers should ensure that the use of internet derived complies with copyright law.

The school computing curriculum explicitly teaches e-safety.

Emerging technology

Emerging technologies will be examined for educational benefit and evaluated for risk before use in school with pupils.

How will the risks be assessed?

To guard against accidental access to materials which are inappropriate we access the internet by means of the London Grid for Learning which provides an appropriately filtered service (including Google). However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT leader in order for the site to be blocked in the future.

How will ICT system security be maintained?

Internet sessions during school time will always be supervised by a school staff member. Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to unsuitable material. Pupils and teachers will be provided with training and regular updates in the area of Internet safety. Virus protection software will be used and updated on a regular basis. Regular back-ups are made of all school data and are kept in secure locations. The school network is regularly maintained and monitored by competent technical support.

In the Foundation Stage and Key Stage 1, access to the internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials.

Keeping pupils safe online

If staff or pupils discover an unsuitable site, it must be reported to the ICT leader. The Internet is for educational purposes only during school hours. Children will only be able to access the internet (at school) when under adult supervision. Internet access will be planned to enrich and extend learning activities.

E-Safety Guidelines for parents are issued annually and displayed on the noticeboard for parents (Appendix C)

E-Safety in the Early Years

In the Early Years Foundation Stage and Key Stage 1, access to the internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials. In the Early Years Foundation Stage an online E-Learning Journey is kept as a way of recording each child's progress towards the Early Learning Goals. This system uses software known as Tapestry. This is a secure system with access for school staff and parents of the reception class only. Staff will only use school iPads to record observations and parents' access is only permissible once a Code of Conduct has been agreed and signed for. Any breaches of the Code of Conduct, such as uploading information to a Social Media site will result in withdrawal of parental privilege of the Tapestry system.

Equality Statement

St Joseph's Catholic Primary School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Commitment of the Governing body of St Joseph's Catholic Primary School

The governors of St Joseph's Catholic Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of St Joseph's Catholic Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of St Joseph's Catholic Primary School, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

Signed: *R Clarke* **Date: 21/09/2017**
Governor Responsible for Child Protection

Signed: *M Lawrence* **Date: 21/09/2017**
Chair of Governors

Appendix A

MAKING CONTACT WITH OTHER AGENCIES

Updated September 2016

In the case of concern about a child's safety, wellbeing or abuse of a child

Contact	Numbers
Bexley Emergency Duty Service (Open Door) outside of office hours including weekends Childrensdutyteam.admin@bexley.gov.uk	Tel: 0203 045 5440 Tel: 0208 303 7777 (main switchboard Civic Offices)
Bexley Safeguarding Children Service - 9 – 5 pm safeguardingchildren@bexley.gov.uk	Tel: 0208 303 7777 (main switchboard Civic Offices)
Bexley Local Safeguarding Children's Board bscb@bexley.gov.uk	Tel: 0203 045 4320
Bexley Child Care Duty Team 9 – 5 pm - for all enquiries childrensocialcare.admin@bexley.gov.uk For highly confidential email use: childrensocialcare.admin@bexley.gcsx.gov.uk	Tel: 0203 045 5440
Multi-Agency Safeguarding Hubs (MASH)	Tel: 0208 303 7777 (main switchboard Civic Offices)
Disabled Children's Service-disabledchildrenserviceunit@bexley.gov.uk	020 3045 3600 0208 303 7777 (main switchboard Civic Offices)
Children Missing Education https://mybexley.firmstep.com/service?Children_missing_education	0208 303 7777
NSPCC	Tel: 0808 800 5000
Childline	Tel: 0800 11 11
Police Child Abuse Investigation Team	8.00 am – 6.00 pm 0207 230 3700 101 or 999

In the case of allegations against staff

Contact	Numbers
Senior HR Advisor Sonya Barnes Sonya.Barnes@bexley.gov.uk	Tel: 0203 045 3843
Local Authority Designated Officer James McMillan LADO@bexley.gov.uk	Contactable via the Multi-Agency Safeguarding Hub (MASH) on Tel: 0208 303 7777 (main switchboard Civic Offices) extension 4699 or 4739

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing out of school, the following steps should be taken:

- Gather other students together.
- Allocate staff to search immediate area and alert local security.

If a student is missing for more than 20 minutes,

- Contact school to say which measures have been taken.
- Ensure that there is good two way communication established with a range of phone lines.
- Notify the police / security.

If a student continues to go missing,

- Send other students accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
- School alert parents after 30-45 minutes and keep them posted.
- School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement.
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
- Try to secure radio and TV help.

Ensure all staff are aware of these procedures:

- On outings, always take a mobile phone (school mobile phone available from the school office) leaving the number of the phone you have taken with the school office.
- Ensure that the school has the numbers of any other phones you have on the trip and make sure these are ON.
- Do not hesitate to alert school when there is a problem.

If a student goes missing in school, the following steps should be taken:

- Let the main office / Headteacher know immediately.
- One member of staff must go to the roadside to search.
- One member of staff must circumnavigate the grounds.
- One member of staff must search all rooms inside.
- Let all these people know when the student has been found.
- If the student remains missing, school should alert parents after 30 – 45 minutes and keep them posted.
- Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation.
- Headteacher evaluate what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

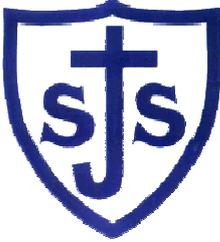
Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

***How a parent/carer can ensure that their child's online experience is safe:**

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

**(Culled from www.candp-s.com/familysafety)*



INTERNAL NOTIFICATION OF CONCERN

To all adults working in the school

If you suspect a safeguarding concern, please complete the form below and hand it directly to Mrs Sinclair, or in her absence Mrs Truss, or in her absence Mrs Partridge. **Please do not put in their pigeon holes.**

Name of person completing the form: _____

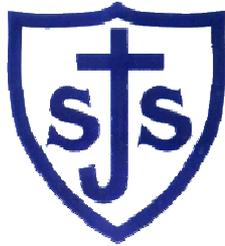
Name of Child: _____ Class: _____

Date: _____

Please state what the concern is or what a child has disclosed (try to use the child's exact words).

Action taken:

Signed: Date:



REGISTERED SEX OFFENDERS

Risk Assessment

Meeting Date:	
Meeting attended by:	

Name of Person	
Details of disclosure	
Sexual offences history	
Child's Name/Year Group	
Relationship to child	
Lives with child	Yes/No
Details of contact with child	
If you are not a family member, who has given you permission to have contact with the child.	Name: Address:

This form is housed securely and will only be shared with persons by hand.
This form is reviewed at least annually

Date form discussed with Head Teacher:	
Further action:	

Safeguarding/Child Protection Concerns

Incident Date	Child's Name	Year	Name of Staff member referring	Details	Action

