

CHILD PROTECTION POLICY TEMPLATE 2024/2025

published July for 1st of September 2024

For the attention of: All Headteachers, Principals, Governing bodies, Trusts, Senior Designated Safeguarding Leads and Alternative Education Providers

INTRODUCTION

Please Note: All content should be read and adjusted according to your school/learning environment profile. I arrangements and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.

Please pay extra attention to any italicised text which you may wish to add, alter, or delete.

Additional FHP notes in green.

The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy, or college individual context.

The content within this Child Protection Policy template reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2024, which will come into force on the 1st of September 2024 and replaces KCSiE 2023.

You will note that this Child Protection Policy template for September 2024/2025, like last years, has sections reserved (in red text), for you, your leadership team, senior designated safeguarding lead and governing body or multi-academy trust to specify how you and your school, academy, college or learning environment intend to keep children safe, free from abuse, harm, and risk of exploitation.

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

Links to safeguarding legislation, guidance and procedures for Schools, Academies, Colleges, and Alternative Provision

Safeguarding children in education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below.

Note: The following paragraphs will only apply to your individual school/setting:

Maintained schools - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are conducted with a view to safeguarding and promoting the welfare of children.

Academies, free schools, independent schools, alternative education providers - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school and the Non-Maintained Special Schools (England) Regulations 2015, and the Children and Social Work Act 2017 Section 16H and the Education and Training (Welfare of Children Act 2021).

Schools and colleges in England **must** have regard to it when performing their duties to safeguard and promote the welfare of children. **Children includes everyone under the age of 18.**

Link to Guidance:

HM Working Together to Safeguard Children 2023, published 15th December 2023 (updated February 2024).

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

DfE Keeping Children Safe in Education 2024 (KCSiE) in force from 1 September 2024.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Keeping Children Safe in Education (KCSiE) sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2023 are within KCSiE 2024 at Annex F (pages 183 to 184 and can be accessed from the electronic link above).

We strongly advise that you ensure these are read and used to revise your school, academy, college, or alternative education provisions ensure they link with any other related policies, procedures, and guidance in place.

Please Note: The substantive changes in KCSiE 24 Annex F have only required limited changes to be made to this Child Protection Policy template for academic year 2024 to 2025, at the time of being published in July 2024, but we note that further revisions may be made during academic year 2024 to 2025.

Other Relevant Guidance:

Some key safeguarding documents, guidance, policy templates and audit tool kits are also available via the NSCP website in the section headed Resources - Schools, for Independent schools, and alternative education providers to access.

Early Help Pathway to Provision is currently being revised to reflect Working Together To Safeguard Children 2023.

The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child's or family's level of need, and to enable the most appropriate referrals to access provision.

Link: <http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

Changes being made to the MASH (social care front door).

At the time of sending this guidance out, there are no formally agreed changes, but several are in test. As soon as any changes are formally in place, the guidance will be updated but please maintain a watching brief on the Front Door project for updates as it progresses.

KCSiE 2024 - Developing and Embedding a Whole School Approach to Safeguarding for 2024-2025 and the NCC & NSCP Model Child Protection Policy Template for 2024/2025

KCSiE informs: The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be 'effective' and updated annually (as a minimum) and be available publicly either via *the school, academy, or college website or by other means*. (KCSiE 2024 paragraphs 97 to 99).

The NCC & NSCP Child Protection Policy template for 2024/2025 is a framework and starting point for you to develop to fit your own school, academy, college or learning environments individual context. Schools and colleges do not have to use this template, but it should be offered by the Local Authority. It is, however, a statutory requirement for you to have a child protection policy in place which is reviewed annually, shared, and fully understood by all stakeholders. It should mirror the 'safeguarding arrangements' you have put in place to ensure safeguarding is fully embedded into the everyday culture of your individual setting.

Once the Headteacher/Principal, Leadership team and Senior Designated Safeguarding Lead has discussed and agreed the Child Protection Policy content it should be signoff at your full Governing body or Trust meeting early in the autumn term 2024 and be made readily available and published on your school/academy or colleges website, to enable parents/carers, safeguarding partners, and the community easy access.

Please pay extra attention to any *italicised text and red type font* which should be altered, added to, or changed to fit and mirror the 'safeguarding arrangements' in place in your school/academy or college.

Additional Information provided with the Child Protection Policy Template for 2024/2025

- 1. A separate Child Protection Policy Executive Summary of Key Principles for Staff and Parents** : which your school or college may wish to review, revise, and consider adopting and refining to complement your school's child protection policy.

The appendices which remain within the Child Protection Policy template include:

Appendix 1 Safeguard gcg EMC 005570055>300520055900036005. g0 G[si)5(gn)3(of)8(f)-41.04 Tf1 0 0 1 :

Appendix 2 The Body Maps - (to support referral and recording of the site of injuries).

Further Appendices can be added with e.g., such as your child-on-child abuse policy.

TO ENSURE COMPLIANCE WITH KCSiE 2024: Your policy will need to reflect the needs of the children on the roll of your school, academy, college, or alternative provision community. **These will differ between nursery, primary, secondary school, colleges, and multi-agency trusts.** Where your academy is part of a multi-academy trust, it will be extremely important for you to agree the full content of your child protection policy and ensure that it mirrors the specific 'safeguarding arrangements' in place and evident within each individual school.

It should address and reflect any specific safeguarding issues known within your school or community

PLEASE NOTE: The Headteacher, Senior Designated Safeguarding Lead and Governing Body or Trust should ensure they remain up to date with any revisions or additions made to Government or local supplementary safeguarding guidance, and ensure it is referenced within your school, academy, college or alternative education provisions child protection policy and related policies during the academic year 2024-2025.

Contact: If you have any queries regarding the attached advice, guidance or policy template please contact:
Cheryl Stollery Safeguarding Children in Education Officer, Education Access, Standards and Safeguarding, Meadow House, Littleworth Mansfield, Nottinghamshire. NG18 2TB.
Tel: 0115 8041047

Add in school name and logo?

IMPORTANT Reminder: *The Child Protection Policy template is ONLY a framework and should be seen as a starting point for development and be tailored to fit your school, academy, college, or alternative education providers individual context.*

All content should be read and adjusted according to your school profile. It should mirror your school's 'safeguarding arrangements', and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.

Please pay extra attention to any italicised text which you may wish to add, alter, or delete.

Child Protection Policy

INTRODUCTION

..... *(School/Academy/College/Alternative Provision Provider Name)*

Policy statement and principles

Note: *We strongly advise you to include a school ethos statement as the opening paragraph here, and make*

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at *school/academy/college/ alternative provision* understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined

Pupils' health and safety and emotional well-being, and their mental and physical health or development.
Meeting the needs of children with special educational needs and/or disabilities.
Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12, 102, 123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our *Governing body/Trust* will ensure they maintain oversight of *the Online Safety Policy contained within our main child protection policy*, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs 145 to 146.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Inform here if you have a separate Online Safety Policy and where this can be accessed.

Include details of the provider supporting with reviewing filtering and monitoring. Include how these reports are monitored by school, e.g. weekly DSL meetings and refer to the Online Safety audit carried out by the DSL team, e.g., annual LGFL audit or 360Safe

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers **and visitors to the school, who provide teaching to children as part of the learning and educational opportunities we provide.**

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from *school/academy/college/alternative provision*.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

We make clear in all our policies that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

Should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the

Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

Please add any additional information in support of this statement here:

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm, or neglect, and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern.

Indicators of Abuse and Neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The four categories of child abuse are as follows:

1. Physical Abuse
- 2.

indicator Ti-4()

Support Worker providing this level of support? What resources are available to our families around the above and below?

is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains working links with the Virtual School Head to promote the educational achievement of looked after children and those who have been previously looked after children. The virtual school head collaborates with us to identify and engage other key professionals, such as social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers to help improve outcomes for children.

How often do you meet as a safeguarding team to review caseload, share best practice. Part of SLT. SENCo part of this. Safeguarding and SEND standing agenda items on SLT and Staff meeting agendas? When and how do the DSLs, Designated Teachers meet and why?

Our Child Protection Policy

There are eight main elements to our policy:

Providing a safe environment in which children can learn and develop.

Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.

Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.

Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of our learning environment.

Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's

Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:

Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.

Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.

Consider here the requirements KCSiE 2024 has put in place and whether you have

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead,

Maintaining an

Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by..... before beginning working and contact with pupils.

In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the *chair of governors/ trust* will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.

Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and *NCC HR/ Academy's own HR Service* where appropriate to the leadership team.

Further support provided to DSL teams by the FHP Safeguarding Leader and the FHP Safeguarding Team

All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

Academies and multi -agency trusts should confirm here what arrangements they have for the induction of new staff, supply staff if used, volunteers, contractors, and visitors in accordance with KCSiE 2024 Part Three Safer Recruitment).

Please Note: KCSiE 2024 Part Two paragraph 171: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding

Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting'.

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NEW Early Help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as

All our staff are aware of systems and resources available within *insert name of school/academy/college/ alternative education provision*, and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.

We have an induction checklist when staff start

Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

Be prepared to identify and support children who may benefit from early help, support, and interventions.

are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

Refer cases of suspected abuse or allegations to the relevant investigating agencies.

The Senior Designated Safeguarding L

how this oversight/review is managed e.g. use of the CPOMS Planner tool, describe the tracking system you have in place for reviewing your school's current safeguarding cases.

Confirm here: whether your school/college uses paper files or electronic management systems and the processes you have in place for the transfer of information and individual case files, should a child move school or leave to go to either Elective Home Education, Alternative Education placement, or College.

Refer to CPOMs and how concerns are raised and reviewed by the DSL team

Availability

During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

Be specific in terms of how DSLs are accessible throughout the year, include the school safeguarding email address on the school's website & how this is monitored outside of term time e.g. DSL Team rota.

Headteacher

The Headteacher of the school will ensure that:

The policies and procedures adopted by the *governing body/trust*, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.

Our Senior Leaders have oversight of our Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - our Child Protection Policy; the *Staff Behaviour Policy/Code of Conduct Policy*.

The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.

Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four:

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.

If the allegation is against the Headteacher/Principal, the *Chair of the Governing Body*

(SEND Schools will need to expand this area to ensure that it reflects the practice and procedures in their school so that takes account of the varying needs and safeguards for children with SEN and disabilities and the environments where they access schooling and learning opportunities).

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose

*DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.
HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.
HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR).*

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

(This will vary and require change dependent on whether your school, academy, college, or alternative education provision uses an electronic child protection recording and management system but the primary principles for record keeping remain the same).

Be explicit in terms of the recording system e.g. CPOMs, for safeguarding and recording concerns around a pupil.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time will an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps will be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns will be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a confidential safeguarding file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a confidential safeguarding/child protection file (see below) is commenced then, in tM9 on85(s)-4(co)13(m)-3(m)-T/F1 11.04 Tf1 0 0 1 36 475.51 Tm0 g0 G[gu)3(i)5(da)3

named electronic recording system. You will need to ensure the system adopted by the school and signed off by the Governing Body/Trust is robust, secure, and appropriate,

We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'

We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures *(Please ensure this reflects the procedures you have put in place, and shared with all your staff for your school, academy, college, or alternative provision).*

Timely and accurate recording will take place when there are any issues regae plac8

List here Resources parents could highlight to their children including weblinks:

The following appendices are a part of this policy (delete or amend as appropriate):

Appendix 1 - NCC LA Flow Chart 2024-2025

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g.,**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

Exact site of injury on the body, e.g., upper outer arm/left cheek.

Size of injury - in appropriate centimetres or inches.

Approximate shape of injury, e.g. round/square or straight line.

Colour of injury - if more than one colour, say so.

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere?

Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff etc.?

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot?

Does the child feel hot?

Does the child feel pain?

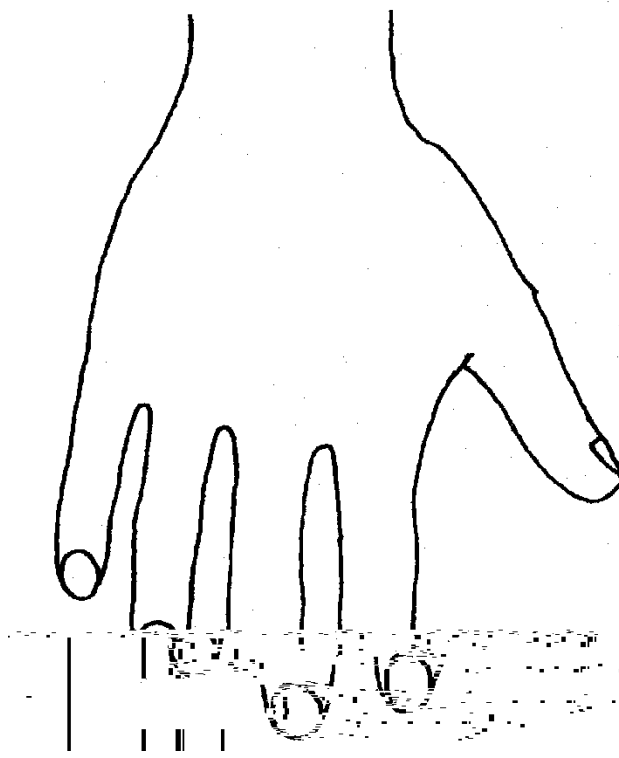
Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

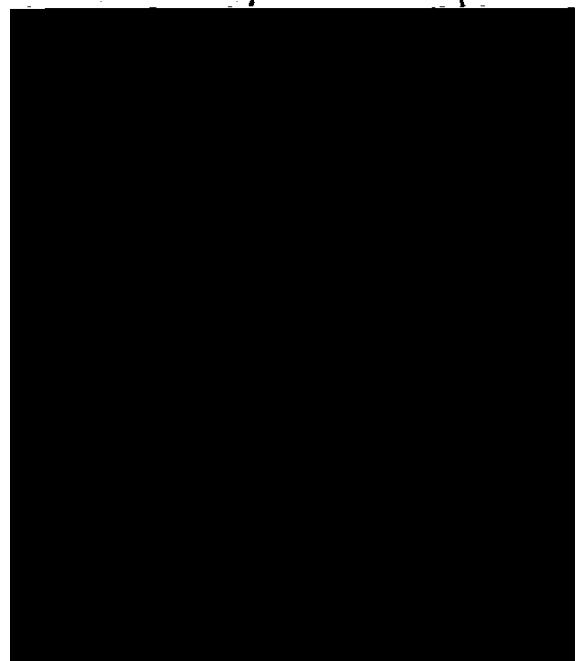
Ensure First Aid is provided where required and record.

A copy of the



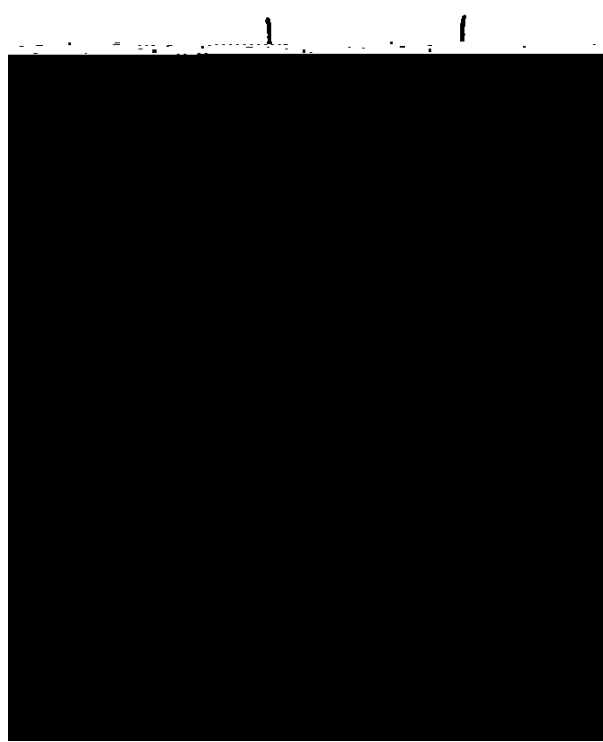


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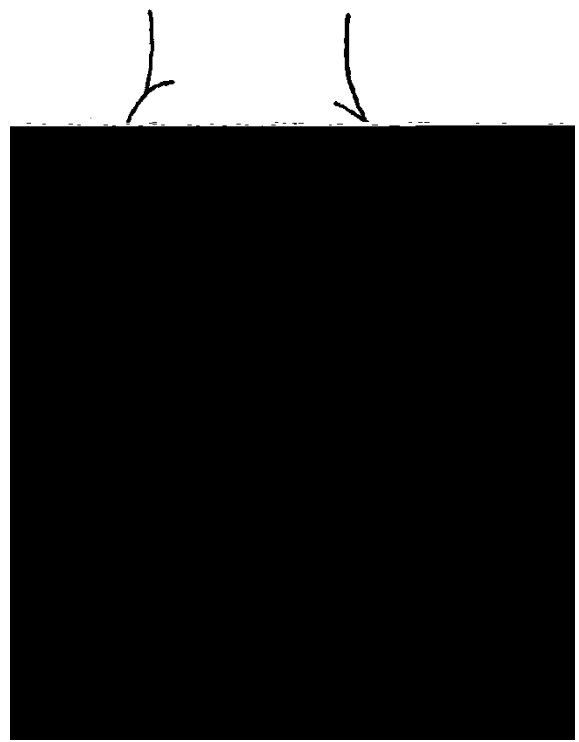


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PALM

Name of Child: _____

Date of observation: _____

