

<i>Reviewed by: JMS / AW</i>
<i>Date: Michaelmas 2018</i>
<i>Next Review: Michaelmas 2019</i>

# **Rishworth & Heathfield School Child Protection Procedures**

## **2018/19**

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## **Introduction**

These procedures should be read alongside the School's Safeguarding Policy.

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our School in relation to safeguarding;
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide.

The term "child" or "children" refers to anyone under the age of 18 years (or in the case of Rishworth; any student registered under a course of study at the School)

## **Section 1 – Pupil Information**

**1.1** In order to keep children safe and provide appropriate care for them the School requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The School encourages all parents and carers to provide more than one emergency contact, providing the School with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern;
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been subject to a Child Protection Plan;
- if the child is or has been subject to Early Intervention Single Assessment (EISA) or Child In Need (CIN) processes;
- if the child is a Child Looked After (CLA);
- name and contact detail of G.P;
- any other factors which may impact on the safety and welfare of the child.

The School will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting GDPR and safeguarding requirements.

- 1.2 When a child leaves the School to transfer to another school, their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.
- 1.3 The School retains a copy of the child's chronology and any documents that the School created e.g. risk assessments in an archive until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. This time limit may be extended in certain cases to meet with insurance requirements.

## **Section 2 - Roles and Responsibilities**

### **2.1 Our Governing Body will ensure that:**

- there is at least one named Safeguarding Governor;
- the School has an effective Safeguarding Policy and Child Protection Procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or a hard copy can be requested. The policy will be reviewed and updated on an annual basis;
- the School has Staff Behaviour and ICT Policies that are provided to all staff and volunteers on induction. These policies include acceptable use of technology, staff/pupil relationships and communications including the use of social media;
- the School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training;
- the School has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- online safety policies and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- will ensure that the School has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught;

- a senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
- the School has one or more Deputy DSL’s who are trained to the same standard as the lead DSL;
- will ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- staff, including the Head Teachers, undertake appropriate safeguarding training which is updated annually;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- have nominated a Governor, Rev’d Canon Hilary Barber (the Chair of Governors), to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against a Head Teacher or a member of the Governing Body;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate and that they review their Safeguarding Policy and Child Protection Procedures annually;
- will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (CLA).

## **2.2 Our Head’s will ensure that:**

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- all pupils and parents can approach any member of staff about a child protection issue;
- 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 other inter-agency meetings and contributing to the assessments of children;
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Whistleblowing Policy;
- the Designated Safeguarding Lead is supported to allow them to be a contact in the School, write reports and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews, in or out of school term time as required;
- allegations regarding staff or any other adults in the School are referred to the Local Authority Designated Officer (LADO), as set out in the Allegations Against Staff Procedure;

- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child. This is a legal duty placed upon the School.

**2.3 Our Designated Safeguarding Leads (DSL)** as stated in KCSIE (2018) will ensure that they:

**Manage referrals:**

- refer cases of suspected abuse to the local authority children’s social care (MAST); support
- record staff who make referrals to MAST;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- support the Heads to refer cases where a person is dismissed or has left employment due to risk/harm to a child to the Disclosure and Barring Service as required and
- refer cases where a crime may have been committed to the Police.

**Work with others:**

- liaise with the Head Teachers to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff and
- when children leave the School ensure their child protection file is transferred securely to any new school as soon as possible but separately from the main pupil file.

**Undertake training:**

The DSLs (and any Deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role, this will be done by at least one DSL trained delegate attending the termly DSL Network Meetings and appropriate Calderdale Safeguarding Children Board multi-agency training or other relevant training and conference opportunities and disseminating this training to all the DSLs and Deputies so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff, especially new and part time staff have access to and understands the School's child protection policy and procedures;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to centrally keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

#### **Raise Awareness:**

- The DSL will ensure that the School's Safeguarding Policy and Child Protection Procedures are known, understood and used appropriately;
- ensure the School's Safeguarding Policy and Child Protection Procedures are reviewed annually and reviewed regularly, and work with the Governing Body regarding this;
- ensure the School's Safeguarding Policy and Child Protection Procedures is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this and
- link with Calderdale Safeguarding Childrens Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### **Availability**

- During term time a Designated Safeguarding Lead (or a Deputy) will always be available for staff in the School to discuss any safeguarding concerns.
- There will also be a DSL or Deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

#### **2.4 All staff and volunteers will:**

- provide a safe environment in which children can learn;

- follow the advice given in this Safeguarding Policy and Child Protection Procedures in relation to how to handle disclosures;
- read and sign to say that they understand Part 1 and Annex A of 'Keeping Children Safe in Education' (2018);
- attend annual whole school training and other appropriate training identified;
- ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate physical contact or electronic communication or the use of social media with a pupil);
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- be aware that they may be asked to support a DSL, a Social Worker or other agencies to take decisions about individual children;
- inform a Designated Safeguarding Lead of any concerns about a child immediately;
- speak to Children's Social Care if there is a genuine concern and appropriate action has not been taken and if doing so will inform a DSL immediately. **If a child is in immediate danger or at risk of harm a referral should be made to MAST, the Police and or Children's Social Care immediately.** Anyone can make a referral;
- inform a Head of any concerns regarding an adult within school at the earliest opportunity and
- inform the Chair of Governors of any concerns regarding a Head at the earliest opportunity.

### **Section 3 – Child Protection Procedures**

**3.1** Adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Definitions of the four main types of abuse are within the Safeguarding Policy.

**All** staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. Further details on what qualifies as peer on peer abuse are found in the



Safeguarding Policy. The procedure, should such an incident arise, is identical to that set out below, save that immediate steps might be required to protect the pupil(s) making the allegation(s) from any risk of further harm. This should be checked with the DSL and/or the Heads.

**3.2** It is *not* the responsibility of the School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind and an attitude of “it could happen here” where safeguarding is concerned. Accordingly all staff should always act in the interests of the child and concerns regarding the welfare of pupils will be recorded and discussed with a Designated Safeguarding Lead (or a Deputy DSL in the absence of the DSLs) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, the School will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to a Designated Safeguarding Lead and their counterpart within the Alternative Provision.

**Concerns that staff must immediately report:**

The following guidance is set out here within this policy to aid staff. It is not a comprehensive guide, nor does the presence of one or more factors prove that a child is being abused, but it may indicate that further enquiries should be made:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- frequent attendance at Accident and Emergency Departments or use of different doctors and Accident and Emergency Department;
- frequent presentation of minor injuries(which if ignored could lead to more serious injury);
- any explanation given which appears inconsistent or suspicious;
- an unawareness or denial of any injury, pain or loss of function or any reluctance to give information or failure to mention previous known injuries;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, emotional maltreatment or a delay in seeking treatment that is obviously needed;
- unrealistic expectations/consistent complaints about a child including pressures of caring for adults or other children;
- any concerns that a child is presenting signs or symptoms of abuse or neglect (see NSPCC guidance below);
- a child reacting in a way that is inappropriate to his/her age or development;
- a child going missing from home or school, particularly on repeated occasions;
- alcohol misuse or other substance misuse;

- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present) eg parental mental ill health;
- any potential indicators of Child Sexual Exploitation;
- any potential indicators of Female Genital Mutilation;
- any potential indicators of Radicalisation or
- any potential indicators of living in a household with Domestic Abuse.

Staff should also be aware of the additional barriers that can exist when recognising abuse and neglect towards children with SEN (PLN) needs and or a disability. This can include:

- a) Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- b) Children with SEN and disabilities can be proportionately impacted by things like bullying without outwardly showing any signs.
- c) Communication barriers and difficulties in overcoming these barriers.

The NSPCC outline specific indicators which might indicate possible signs of abuse, these are included to assist staff in identifying if behaviours are normal for the age of the pupil.

Children develop and mature at different rates. So what is worrying for a younger child, might be normal behaviour for an older child. If a child looks or acts a lot older or younger than their age, this could be a cause for concern. However, if a child develops more slowly than others of a similar age and there is not a cause such as physical or learning disabilities, it could be a sign they are being abused.

Signs for all age groups:

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.

Signs for under 5s

- Doesn't cry or respond to parent's presence or absence from an early age.
- Reaches developmental milestones late, such as learning to speak, with no medical reason.
- Significantly underweight but eats well when given food.

Signs for 5-11 year olds

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.

- Wets or soils the bed.

Signs for 11-16 year olds

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

### **3.3 Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to a Designated Safeguarding Lead and make a timely record.

Research and Serious Case Reviews, show the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information or sharing it too slowly and a lack of challenge to those who appear not to be taking action.

#### Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to a Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

A Designated Safeguarding Lead should ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to calmly and take seriously any disclosure or information that a child may be at risk of harm;
- not promise confidentiality;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- allow the pupil to lead the discussion if a disclosure is made and try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;

- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Cause for Concern' form (Example in Appendix 1) or on 3Sys (Rishworth) or CPOMS (Heathfield) and record any visible signs, injuries or bruises on a Body Map (Example in Appendix 2);
- not make any detailed physical examination nor initiate an examination by any other agency other than in an emergency;
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay;
- not inform the parent, relative or carer at this stage.

### **3.4 Action by a Designated Safeguarding Lead (or Deputy DSL in their absence)**

Following any information raising concern, a Designated Safeguarding Lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Early Intervention Service Manager, Multi-Agency Screening Team (MAST) and/or Safeguarding Advisor for Education and
- the child's wishes.

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether serious harm is involved and if so immediately inform the police;
- whether to make a child protection referral to Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

**OR**

- not to make a referral at this stage,
- if further monitoring is necessary and
- if it would be appropriate to undertake an assessment (e.g. Early Intervention Single Assessment - EISA) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form (or equivalent appropriate LA forms) and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the Team Manager, but need progressing to the Service Manager if felt appropriate.

### **3.5 Action following a child protection referral**

A Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;
- where a child subject to a child protection plan moves from the School or goes missing, immediately inform Multi-Agency Screening Team (MAST) and
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures - 8.2 Resolving Professional Disagreements.

Calderdale MAST management team operate an escalation policy which can be triggered in the event of any professional disagreement as to a course of proposed action.

### **3.6 Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record then this should be signed. An example of how this is done can be found in Appendix 1.

A DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

Records may be used at a later date to support a referral to an external agency or in legal proceedings and must be kept accurate and secure. All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only

accessible to the Head Teachers and the DSLs if a paper file. Electronic files on 3sys and CPOMS will be stored securely (and backed up) with appropriate levels of limited access. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection,' and a receipt of this transfer will be retained. The chronology from the file and any key documents generated by the School will then be retained by the School until the child's 25<sup>th</sup> birthday or for 40 years from the date of birth of the youngest sibling within a family if they are or have been subject to Child Protection procedures. This time limit may be extended under insurance policy requirements.

If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service.

## Appendix 1

### Child Protection Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:			
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when):

Facts -

Opinions -

DSL Follow up:

Agencies Contacted:

None	Early Intervention Service Manager Contacted for advice	Early Intervention Panel Referral	MAST Contacted for advice	MAST Referral
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Time of contact:

Outcome of contact:

Child's CASS Number:

Actions:

Review Date:



## Appendix 2

### Body Map Guidance for Schools

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 take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.**

**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 then recorded appropriately.**

A copy of the body map should be kept on the child's concern/confidential file.

## BODYMAP

(This must be completed at time of observation)

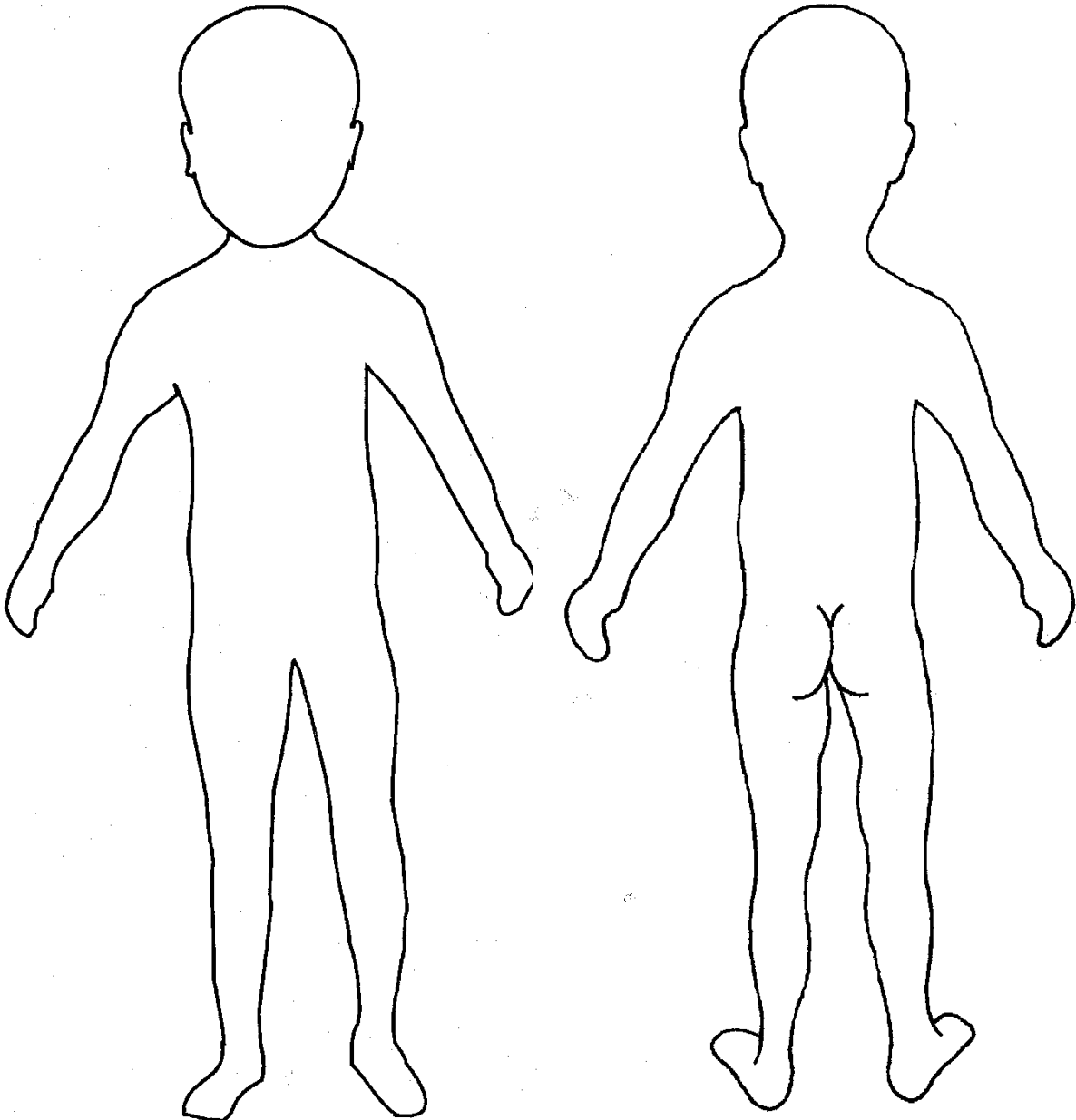
Name of  
Pupil: \_\_\_\_\_

Date of  
Birth: \_\_\_\_\_

Name of  
Staff: \_\_\_\_\_

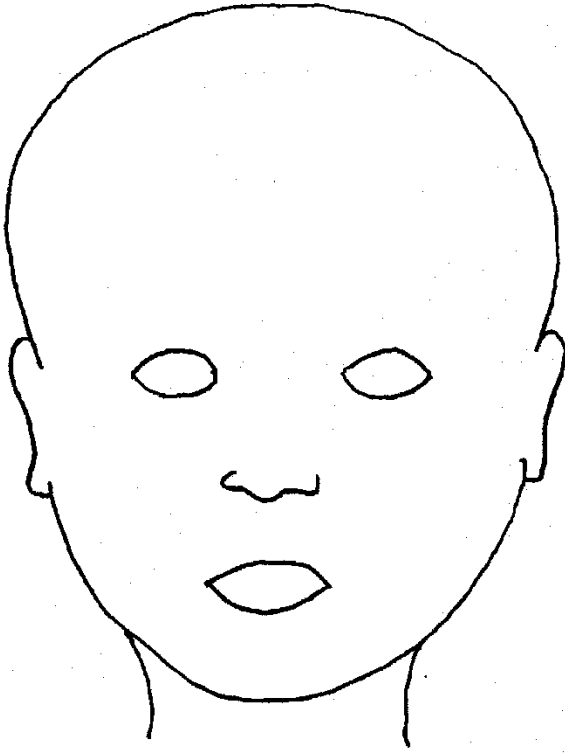
Job  
title: \_\_\_\_\_

Date and time of  
observation: \_\_\_\_\_

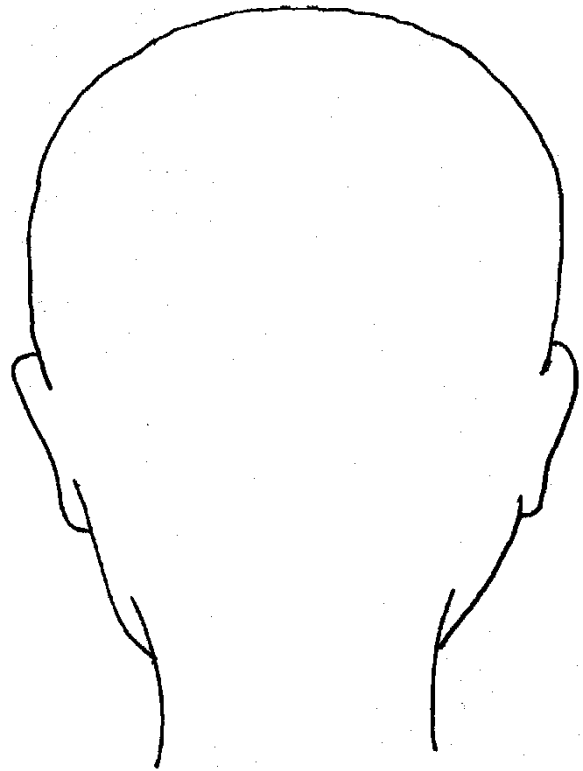


Name of pupil: \_\_\_\_\_

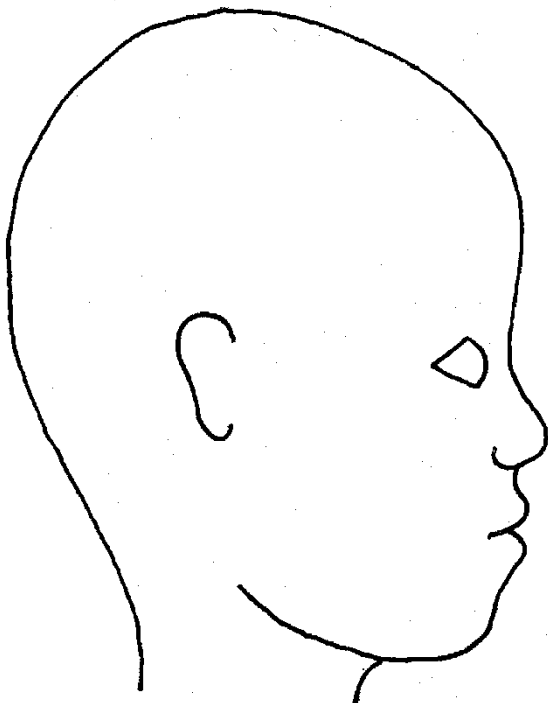
Date and time of observation: \_\_\_\_\_



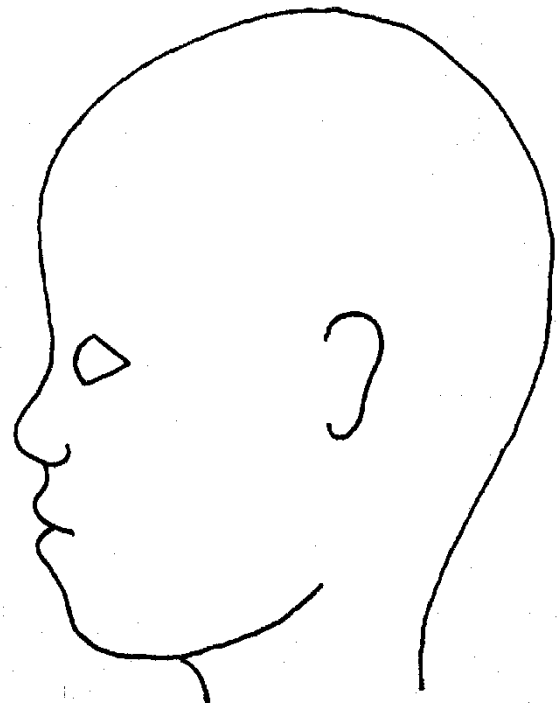
**FRONT**



**BACK**



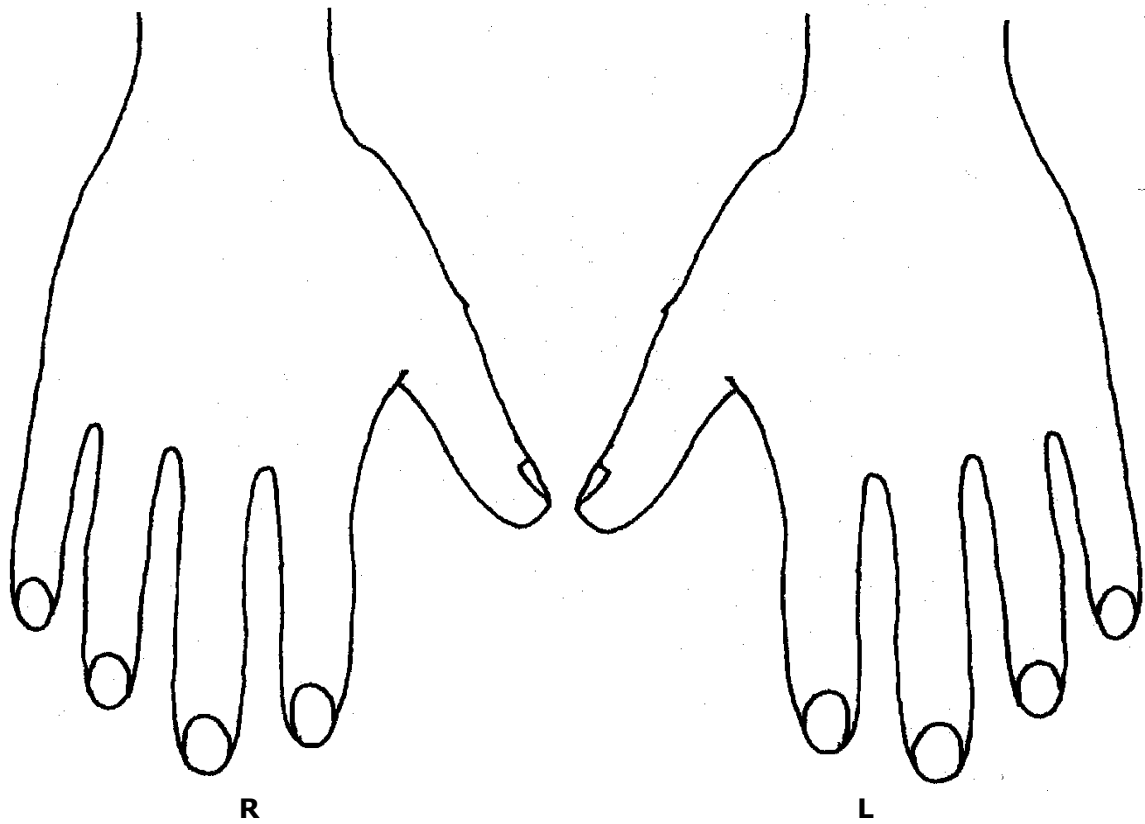
**RIGHT**



**LEFT**

Name of pupil: \_\_\_\_\_

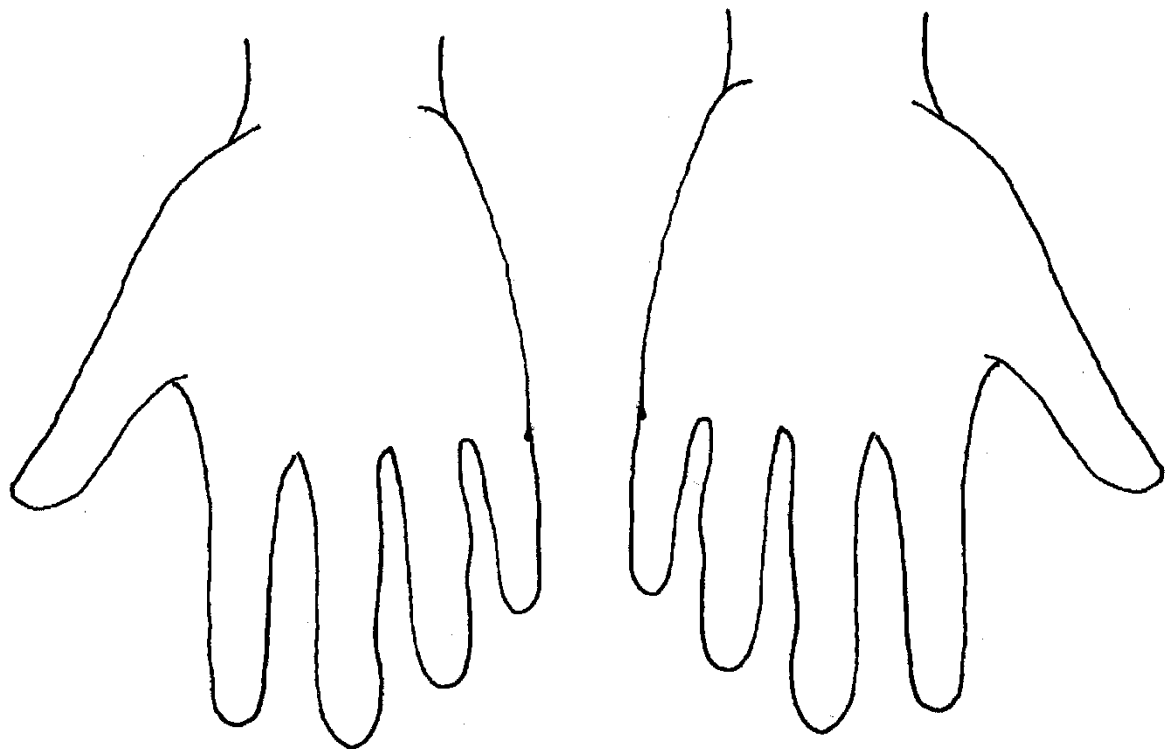
Date and time of observation: \_\_\_\_\_



R

L

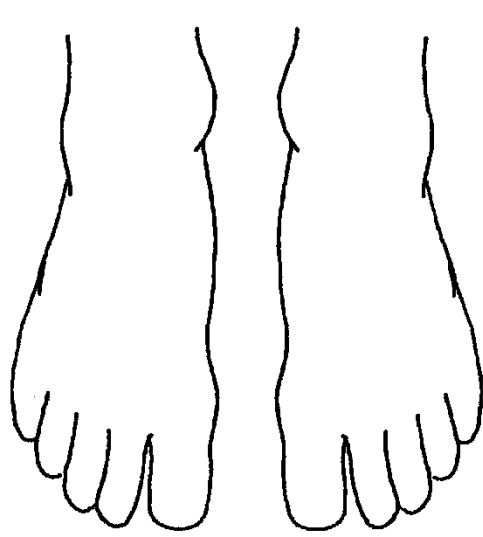
**BACK**



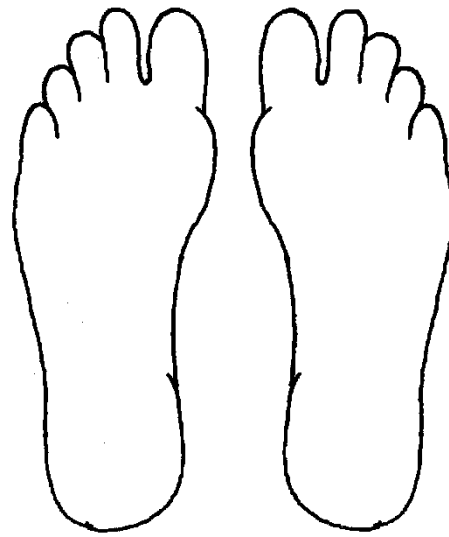
**FRONT**

Name of Pupil: \_\_\_\_\_

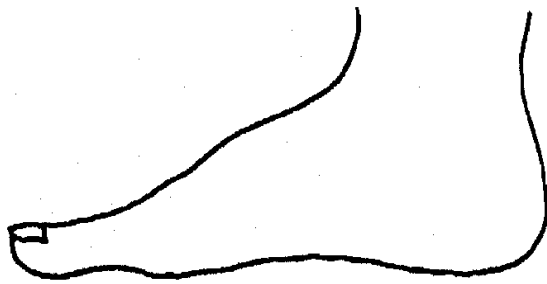
Date and time of observation: \_\_\_\_\_



R TOP L

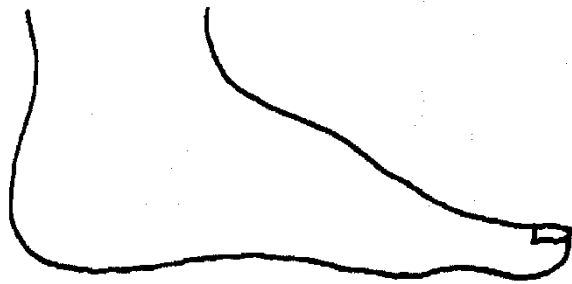


R BOTTO L  
M



R

INNER

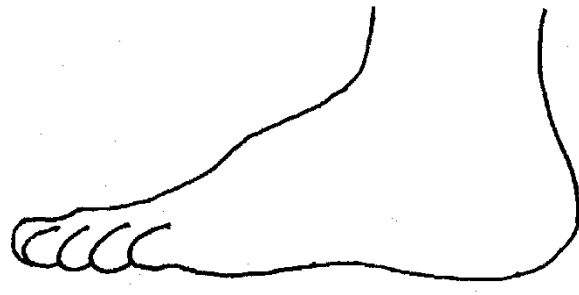


L



R

OUTER



L

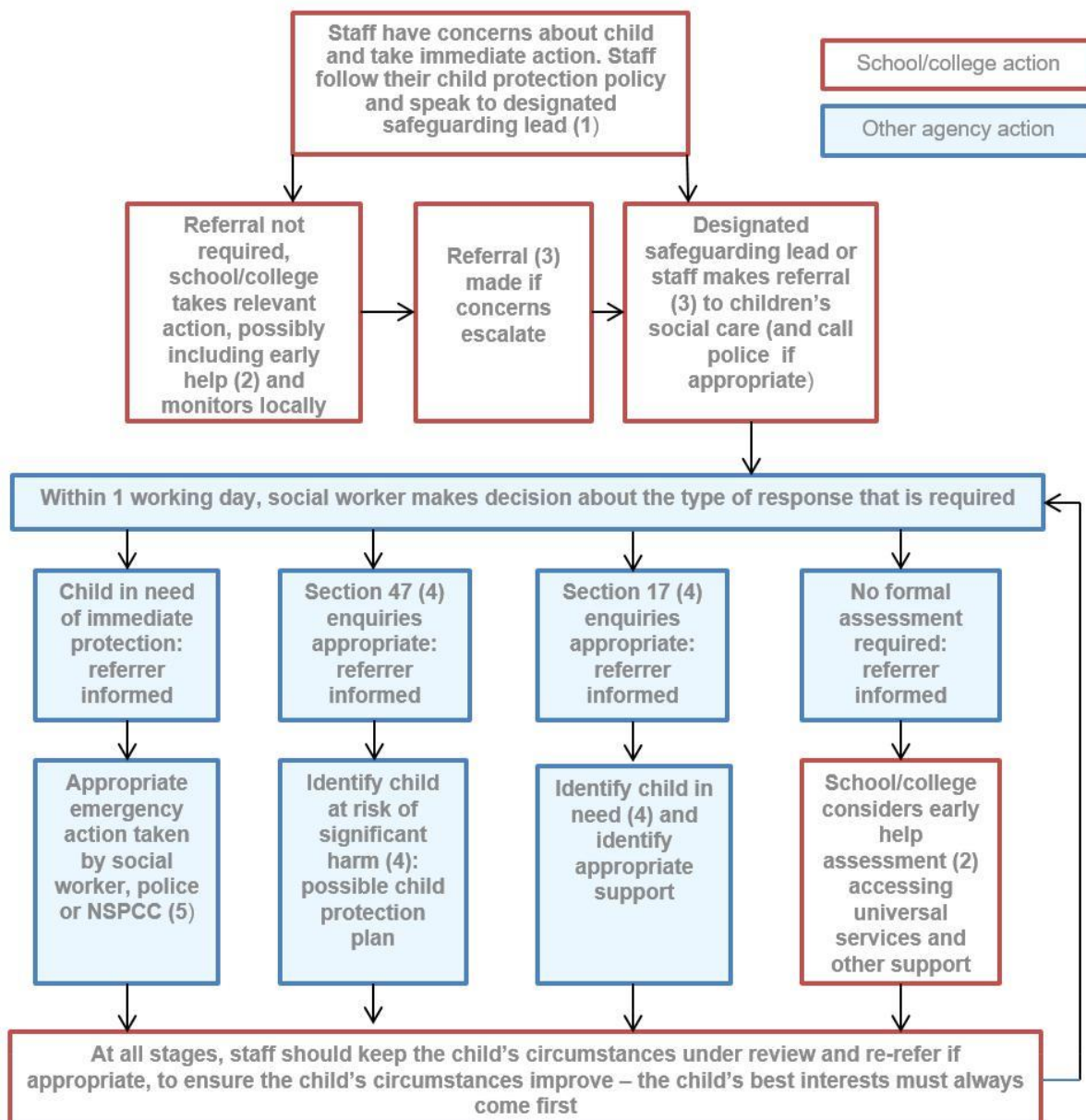
Name:

Signature:

Job title of staff:

## Appendix 3 – Flowchart from KCSIE 2018

### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## Appendix 4 – Schools’ Guidance on Sexting

