

Safeguarding in Education

Guidance on Recording, Monitoring and Auditing of Child Protection & Safeguarding Concerns for Educational Settings in Leicester City

Including Early Years Settings, Maintained Schools, Academies, Free Schools, Pupil Referral Units, Special Schools, and Independent Schools, Alternative Learning Providers, Sixth Form Colleges and Colleges of Further Education

Working Together to Safeguard Children (2015) states that '...safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play'.

Contents

| | |
|---|----|
| Introduction | 5 |
| Scope of Guidance | 6 |
| 1. Why recording is important | 6 |
| 2. Good Practice | 6 |
| 3. What should be in a Child Protection & Safeguarding File | 7 |
| Basic details | |
| Chronology sheet | |
| Safeguarding concern form | |
| What staff should record | |
| Body map purpose | |
| Recording practice | |
| Suggested contents guidance diagram | |
| 4. Auditing school record keeping | 12 |
| Checklist for auditing safeguarding files | |
| Appendix 1 – Child’s basic details | 15 |
| Appendix 2 – Chronology sheet | 16 |
| Appendix 3 – Safeguarding concern form | 18 |
| Appendix 4 – Body maps | 20 |
| Appendix 5 – Safeguarding induction checklist | 24 |

Introduction

This guidance has been created by Safeguarding in Education, Leicester City Council to ensure that all relevant child protection and safeguarding concerns and information about a child is known to the educational setting that a child attends. It is imperative that, in order to promote a child's welfare and thus their educational needs, **any** concerns raised about the child's welfare are documented, recorded, monitored and audited in order to ensure accuracy and quality of recording.

KCSIE September 2016 - Recording Keeping¹ states the following:

'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown 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; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.²

Government Pathways to harm, pathways to protection: a triennial analysis of serious case reviews 2011 to 2014. Final report, May 2016, states the following:

Good documentation - These recommendations were mostly procedural and had the overall intention of ensuring that clear and accurate documentation allowed children's needs to be kept at the forefront of investigations. Recommendations included having a robust system in education settings for recording injuries or welfare concerns, ensuring family members were correctly recorded, chronologies were used to help manage complex cases by maintaining a clear focus and leading analysis, and caution over the use of different names.³

Ofsted – Inspecting safeguarding in early years, education and skills settings, August 2016⁴

The signs of successful safeguarding arrangements

When inspecting safeguarding, inspectors will use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners.

Well-kept records are essential to good safeguarding and child protection practice. All staff should be clear about the need to record and report concerns about a child or children within the school or educational setting. The DSL is responsible for such records and, ultimately, the child protection/safeguarding file.

The following points are to be used as guidance only; in depth details of requirements can be accessed by reading the full guidance document. (Link below)

Points for consideration:

- There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them.
- Leaders and managers have put in place effective child protection and staff behaviour policies
- All staff and other adults working within the setting are clear about procedures

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf - KCSIE Sept 2016

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/533826/Triennial_Analysis_of_SCRs_2011-2014_-_Pathways_to_harm_and_protection.pdf

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/533826/Triennial_Analysis_of_SCRs_2011-2014_-_Pathways_to_harm_and_protection.pdf - Good documentation, Page 226

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547327/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf

- Ofsted: The signs of successful safeguarding arrangements, Page 6

- Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority.
- A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child
- There is a written plan in place that has clear and agreed procedures to protect a child.

The Ofsted inspection guidance also states:

For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

Scope of Guidance

For the purpose of this guidance, all educational settings, providing education up to the school leaving age, will be referred to as a school. This includes: Early Years Settings, Schools, Academies, Trust Schools, Free Schools, Pupil Referral Units, Special Schools, Independent Schools, and Alternative Learning Providers. Home Education and Post 16 providers will be referred to separately.

The following specific guidance is for a paper based record keeping system. If the school uses an electronic child protection and safeguarding record keeping system the system must be able to securely and coherently manage all the types of information as those which are outlined in this document.

1. Why is recording important?

Staff are encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

2. Good Practice

A clear statement about the process of monitoring, recording and auditing child welfare and child protection concerns should be included in the school's Safeguarding & Child Protection policy. By stating that you have a duty of care to; record, monitor, audit and share information, will ensure that all staff and parents understand that this is your practice.

As good practice, any welfare or child protection concerns 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.

Children's accounts and views should be recorded with a clear outcome of how the child/young person will be updated about actions taken.

3. What should be in a Child Protection/Safeguarding File?

A child protection/safeguarding file is the record kept by the Designated Safeguarding Lead (DSL) of any concerns about a child's welfare. These concerns should be factual and not have opinions attached. This file may only have one concern in it or it may be a large file with extensive history. It is the record of all safeguarding concerns. This file may be in paper form or electronic format on an appropriately secure system e.g CPOMS.

As per Keeping Children Safe in Education 2016⁵, it is the responsibility of the DSL to ensure that the file is kept up to date and a chronology is maintained in each case. A chronology is the brief overview of the schools concerns and highlights all the significant events for the child. It should not contain details, just a brief one sentence statement of what has occurred, who was involved and what happened as an outcome.

The contents of the overall file either paper or electronic can include:

- Basic details
- Chronology
- Cause for Concern forms/Notice of Concern Forms/Body maps (where appropriate)
- Referrals to Children's Social Care, Duty & Advice and outcomes of referrals made
- Children's Social Care, Early Help interventions and outcomes of referrals made
- Any Early Help Assessments carried out/completed
- Domestic abuse information e.g. police notifications
- MARAC information (where appropriate)
- Child Protection Conference minutes/ school contribution/ core group minutes
- Multi-Agency meetings minutes (including LAC reviews)
- Minutes from strategy meetings
- A Copy of any CSE meetings and plans
- Should third party reports be included, then the owner of such reports should be aware that it will be included in the child protection/ safeguarding file

Basic Details

Where a paper based file is held details of the child of concern should be clearly marked on the file so it is recognisable and stored accordingly. Files should be kept in order (alphabetically/by year group/ by form group), and should be stored in a locked cabinet. Child Protection files should only be accessed by the Headteacher and Designated Safeguarding Lead. Files should also clearly state the type of file that they are. E.g, Child Protection and Safeguarding File, Looked After Child or Child in Need. Appendix 1.

Chronology Sheet

A chronology of significant events should be kept within the front part of the child's safeguarding file. The importance of understanding concerns for a child in the context of history, time-lines and other known information cannot be underestimated. Chronologies are central to this process and it is strongly recommended that these are completed on an ongoing basis as the case file progresses. In addition to aiding assessment, a chronology will serve as an important record of school actions and when making a referral to Childrens Social Care, Duty & Advice and can provide evidence for the reason for the referral.

⁵ Keeping Children Safe in Education, Annex B, Role of the Designated Safeguarding Lead

A chronology should list specific and significant incidents, events and actions taken in relation to the child and where appropriate their family, with a brief explanation or cross-reference to the relevant record within the file.

A chronology is most helpfully stored at the front of a child's safeguarding file alongside the front sheet where it can be quickly accessed and viewed. It should be kept up to date and audited with other files according to Appendix 2.

Safeguarding Concern Forms (Cause for concern forms/Notice of concern forms/Welfare concern forms)

Safeguarding children is a whole school task. All staff have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage. For some children a 'one off' serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child. It is vital therefore that any concern you have for a child's welfare however small is recorded and passed to your Designated Safeguarding Lead.

A safeguarding concern form is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. Professionals should bear in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CIN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and clear links between staff and designated safeguarding leads in school are essential.

All staff, as part of annual safeguarding training and staff safeguarding inductions (for new staff) must be reminded and made aware of the establishments monitoring and recording procedures for any safeguarding concern(s). Appendix 5. They should all understand that concerns can arise in one or more of the following areas: (not exhaustive)

- The child's behaviour
- The child has a physical injury
- The child makes a disclosure or allegation
- The child's physical presentation
- Information from or observation of behaviour of a parent
- Information from another child or young person

It is noted that it may not always be possible to immediately have access to a 'concern form' if a child is disclosing information to professionals, and that it may deter some children from disclosing if a professional is writing copious notes whilst a child is disclosing. With this in mind, it is anticipated that the professional will complete a concern form soon after the child has disclosed and as soon as it is safe to do so and then immediately report their concerns to the Designated Safeguarding Lead.

What should staff record?

All safeguarding concern forms should be on an agreed format, contain relevant up to date information and should be reviewed and updated annually. Each establishment may use a different terminology for 'safeguarding concern form', may use different coloured paper and the design may differ, however, all staff should ensure the following as a minimum:

- Details of the child of concern are recorded
- The form is dated, signed and details are legible
- The incident / event / observation of concern is described clearly and concisely
- It is written using straightforward language and fact and opinion are differentiated
- If recording a disclosure, the child's own words are recorded and any questions asked are included
- Physical marks and injuries are recorded on a separate body map where appropriate
- How the child /young person will be updated with actions taken
- Any action the professional has taken

All concerns must be recorded on the establishment Safeguarding Concern Form and an example of this can be found in Appendix 3. A note of the completed concern form should also be recorded on the child's chronology sheet.

Body Maps

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries and should be used in conjunction with the safeguarding concern form and attached to the form where appropriate. 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/professional be asked to or consider taking photographic evidence of any injuries or marks to a child's person. The body map should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to your DSL and referral to Childrens Social Care Duty and Advice accordingly.

When professionals notice an injury to a child, as a minimum, they must 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 body map should be kept on the child's safeguarding file and a note to state that a body map has been completed to be entered on the child's chronology sheet. Appendix 4.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the safeguarding concern form. NB Relevant templates have been attached to the end of this document.

More detailed recording on the safeguarding concern form will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way, a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, incident being managed within the establishment, whether an early Help Assessment should be undertaken, or whether a referral should be made to Children's Social Care Duty & Advice in line with the LSCB's Thresholds guidance, access to service. (Revised December 2016).⁶

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The designated safeguarding lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

⁶ <http://lrsb.org.uk/uploads/view-the-llr-lscb-thresholds-for-access-to-services-for-children-and-families-in-leicester-leicestershire-rutland.pdf>

Suggested content guidance of a child's safeguarding file

CHRONOLOGY

- Chronology of information to piece together levels of safeguarding and welfare concerns

SAFEGUARDING CONCERNS

- Copies of any safeguarding concern forms used including outcomes and actions

PLANS

- Child Protection Plan
- Child in Need Plan
- Personal Education Plan
- CSE plan
- Care Plan

RECORD OF MEETINGS

- Core Group Meeting
- Strategy Meeting
- Professionals Meeting
- CSE Meetings
- LAC Review Meeting
- Any other recorded meeting (e.g. Child missing)

OTHER

- Miscellaneous documents

CONFIDENTIAL SECTION

- Any sensitive information. E.g. Any third party information that has been shared

4. Auditing your schools record keeping

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews both national and local have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the head teacher, deputy head teacher, designated safeguarding lead or their deputy, lead governor for safeguarding or any combination of these people. DSL's may also want to consider peer auditing.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However, this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

NB: The Named Governor for child protection and safeguarding, on behalf of the governing body, should confirm, annually, that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Checklist for auditing safeguarding files

This example checklist should be used when you are auditing pupil's safeguarding files and should help you to identify identify any key issues.

| | Yes/No | Follow up action/further information |
|---|--------|--------------------------------------|
| Does the child's main pupil record have a clear marker on it to indicate that a safeguarding concern file is also held? | | |
| Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.) | | |
| Is the safeguarding concern file easily identifiable and have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family? | | |
| Does the file have a brief running chronology of events and concerns? | | |
| Is the chronology sheet within the file up to date and does it reflect (where appropriate) actions carried out and further details within the child's file? | | |
| Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry? | | |
| Have staff made use of the safeguarding concern form or a similar school template to help them record and issues? | | |
| Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records? | | |
| Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom? | | |
| Is there evidence that the school's Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff? | | |
| Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHA or referral to another agency. Have these actions been followed through? | | |
| If meetings relating to the child and their family have been carried out, did the school: i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues. | | |
| If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear? | | |
| Moving between schools can be a time of risk as children may be leaving a school where they and their family are | | |

| | | |
|---|--|--|
| <p>known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the designated safeguarding leads from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the designated safeguarding lead make contact with the new designated safeguarding lead at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p> | | |
| <p>Has the child /young person been updated about what actions have been taken?</p> | | |

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit, there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the establishment, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

School Record: Safeguarding Chronology of Events
CONFIDENTIAL

| |
|--|
| Appendix 2 – Example Chronology Sheet |
|--|

| | | | |
|--|--|----------------------|--|
| Childs Name (in full): | | DOB | |
| Address | | | |
| Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> | Disability: Yes <input type="checkbox"/> No <input type="checkbox"/> | Ethnicity: | Religion: |
| Other family member(s) Name: | | Relationship | |
| Other family member(s) Name: | | Relationship | |
| Other family member(s) Name: | | Relationship | |
| Other family member(s) Name: | | Relationship | |
| Child Protection | YES <input type="checkbox"/> NO <input type="checkbox"/> | Child in need | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Child Looked After | YES <input type="checkbox"/> NO <input type="checkbox"/> | CSE | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Date File Started: | | By Whom: | |

This information is gathered to provide an overview of the nature of concerns and details of significant professional interventions. Further information, where appropriate, will be available within the child’s file. As such, all information is treated **Confidentially**.

Chronology/Significant Events Sheet

| Date & Time | Nature of Event | Action Taken/ Response | Further information on file Y/N | By whom & Initials |
|------------------------|--|---|--|-------------------------------|
| 15.02.2016 09.40 | Safeguarding concern form re bruise on arm – body map in file. | Phone call to DAS | Yes | Julie. C |
| 15.02.2016 11.45 | Meeting with parents re concern | Meeting with DSL and Head | Yes | M. Patel |
| 03.03.2016 12.55 | Altercation/fight with siblings | School sanctions in place. Parents notified | NO | L. Smith |
| 03.04.2016 14.25 | Concerns raised about teacher conduct towards child | Head, LADO informed and advice sought | Yes | Headteacher L. Booth |

School Record, Safeguarding Concern Form– CONFIDENTIAL

| | | | |
|---|--|---|-----------|
| Childs Name (in full): | | DOB | |
| Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> | Disability: Yes <input type="checkbox"/> No <input type="checkbox"/> | Ethnicity: | Religion: |
| Date of Concern: | | Time of concern: | |
| Childs account of disclosure (What did the child say-in their own words/disclose/how/demeanour) | | | |
| | | | |
| Your comments (Your opinion, context of concern/disclosure/your observations) | | | |
| | | | |
| Your response (What did you do/say following the concern) | | | |
| | | | |
| Your Name: | | Your signature: | |
| Your position in school: | | Date and time of this recording: | |
| Action and response of DSL/Headteacher (What steps have you taken?/Referral to DAS or Early Help?/Monitor in school/Parents informed-if appropriate?) | | | |
| | | | |
| Feedback given to staff member reporting concern? | | Info shared with other staff? If so, what was shared and rationale for this? | |
| Name of DSL/Head: | | Date: | |

Checklist for DSL (to be printed on back of record of concern form)

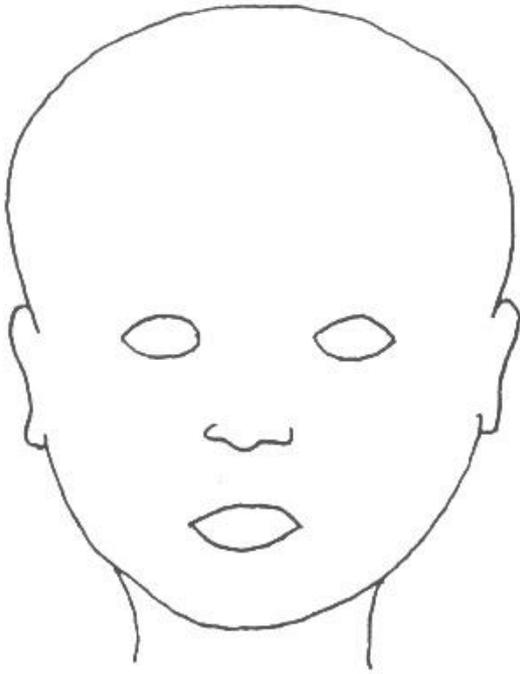
- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ Attached completed body map – if relevant
- ✓ Has the chronology sheet been updated?
- ✓ How will the child young person be updated

| Feedback to child | | |
|--|---|-----------------------------|
| Nature & content of feedback: | Name & position of person responsible: | Date feedback given: |
| | | |
| | | |
| | | |

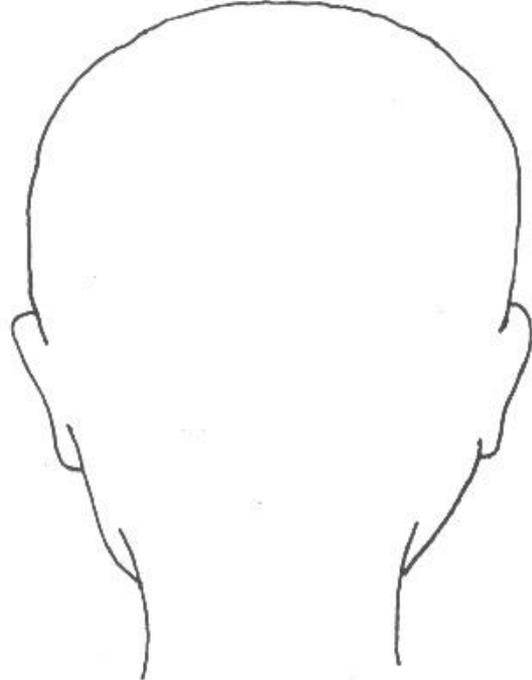
| Audit of record | | | |
|-------------------------|-------------------|---|-------------------------------|
| Audit Date: | | Audit completed by: | |
| Action Required: | Timescale: | Name & position of person responsible: | Date action completed: |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Body Chart Example - Body Chart 1

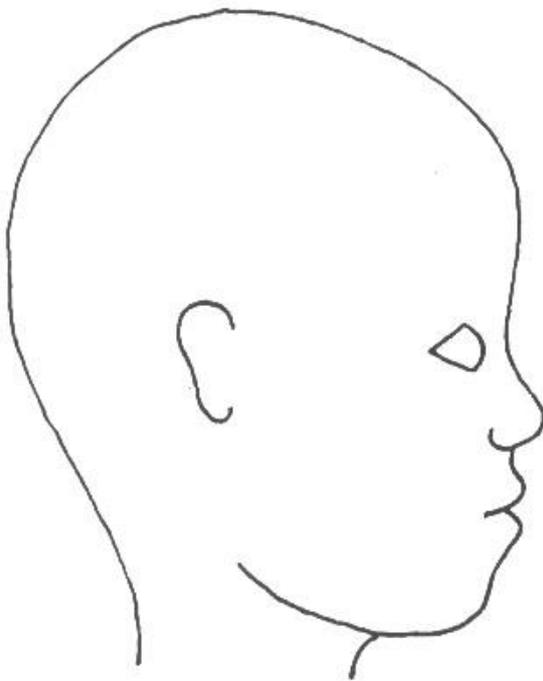
| | | | | | |
|---------------|--|------------|--|-------|--|
| First Name: | | Last Name: | | Date: | |
| Completed By: | | | | | |



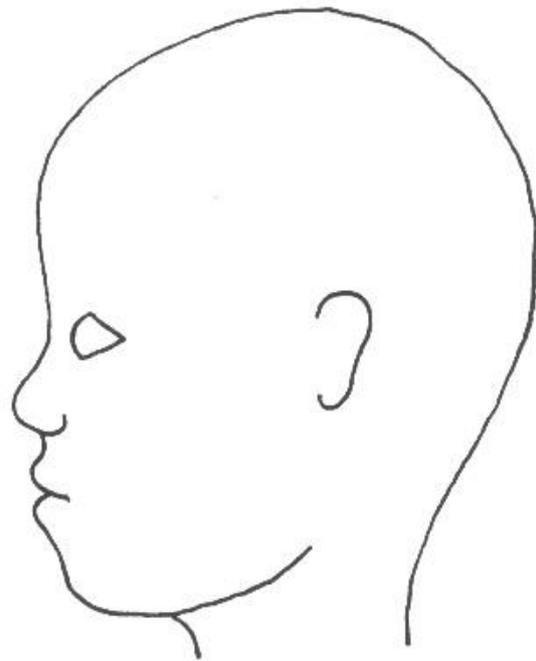
FRONT



BACK



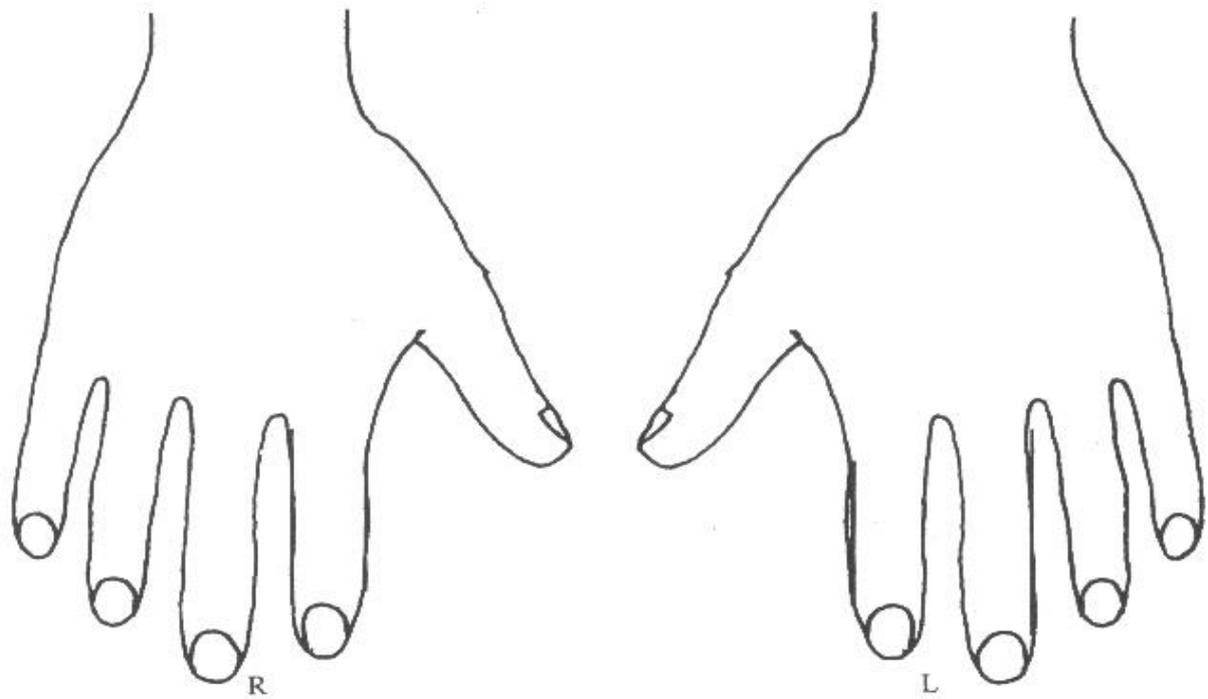
RIGHT



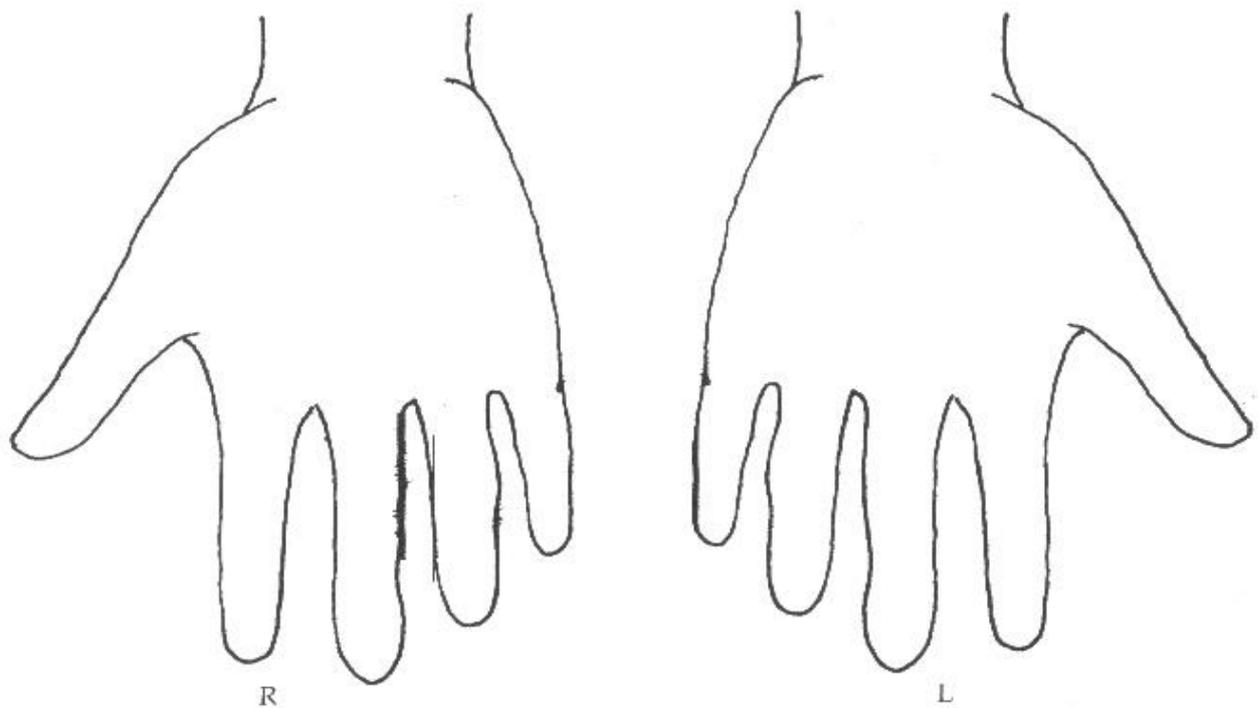
LEFT

Body Chart Example - Body Chart 2

| | | | | | |
|---------------|--|------------|--|-------|--|
| First Name: | | Last Name: | | Date: | |
| Completed By: | | | | | |



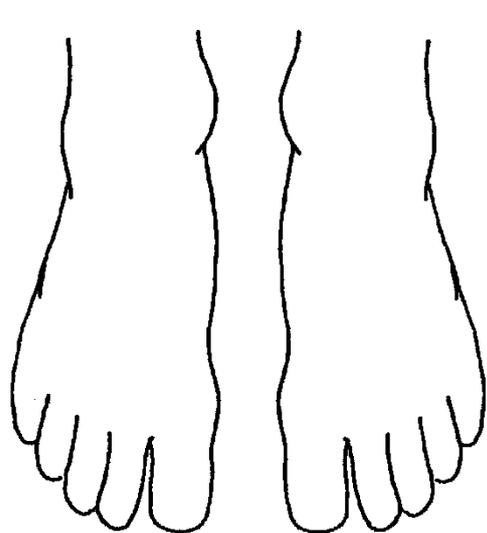
BACK



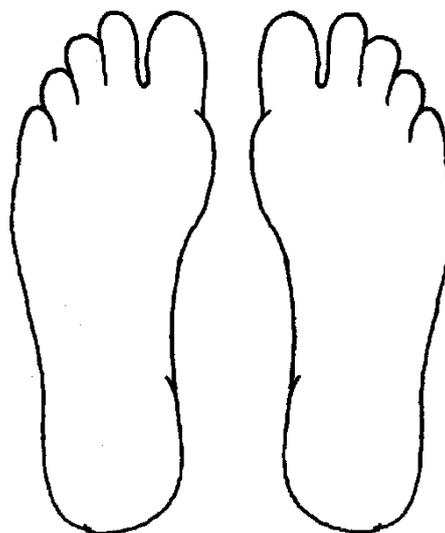
PALM

Body Chart Example - Body Chart 3

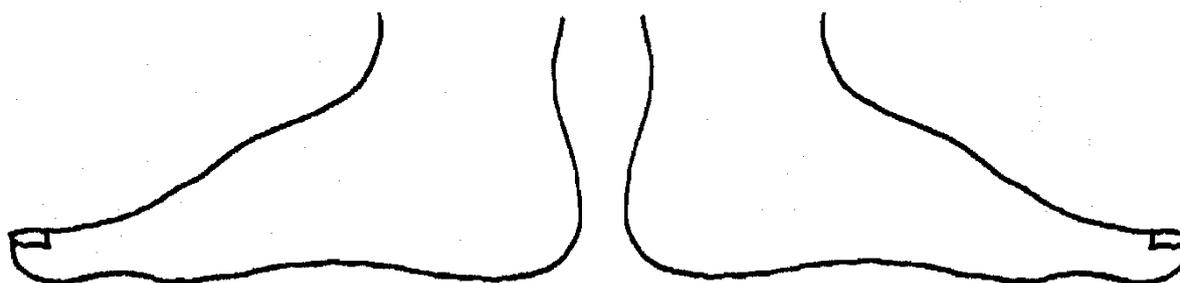
| | | | | | |
|---------------|--|------------|--|-------|--|
| First Name: | | Last Name: | | Date: | |
| Completed By: | | | | | |



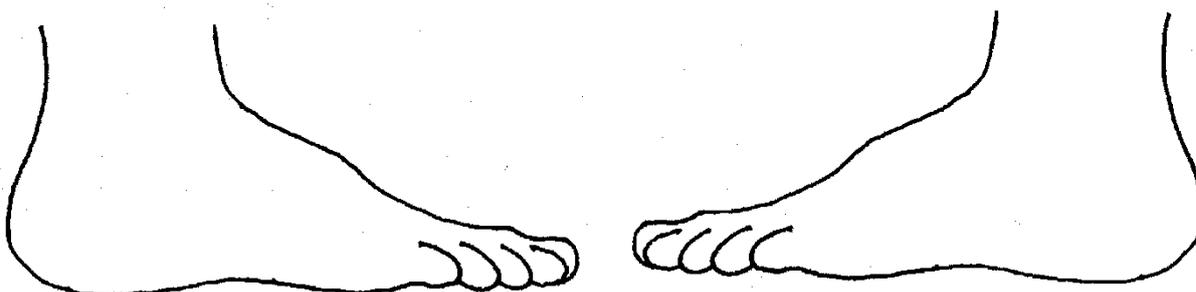
R TOP L



R BOTTOM L



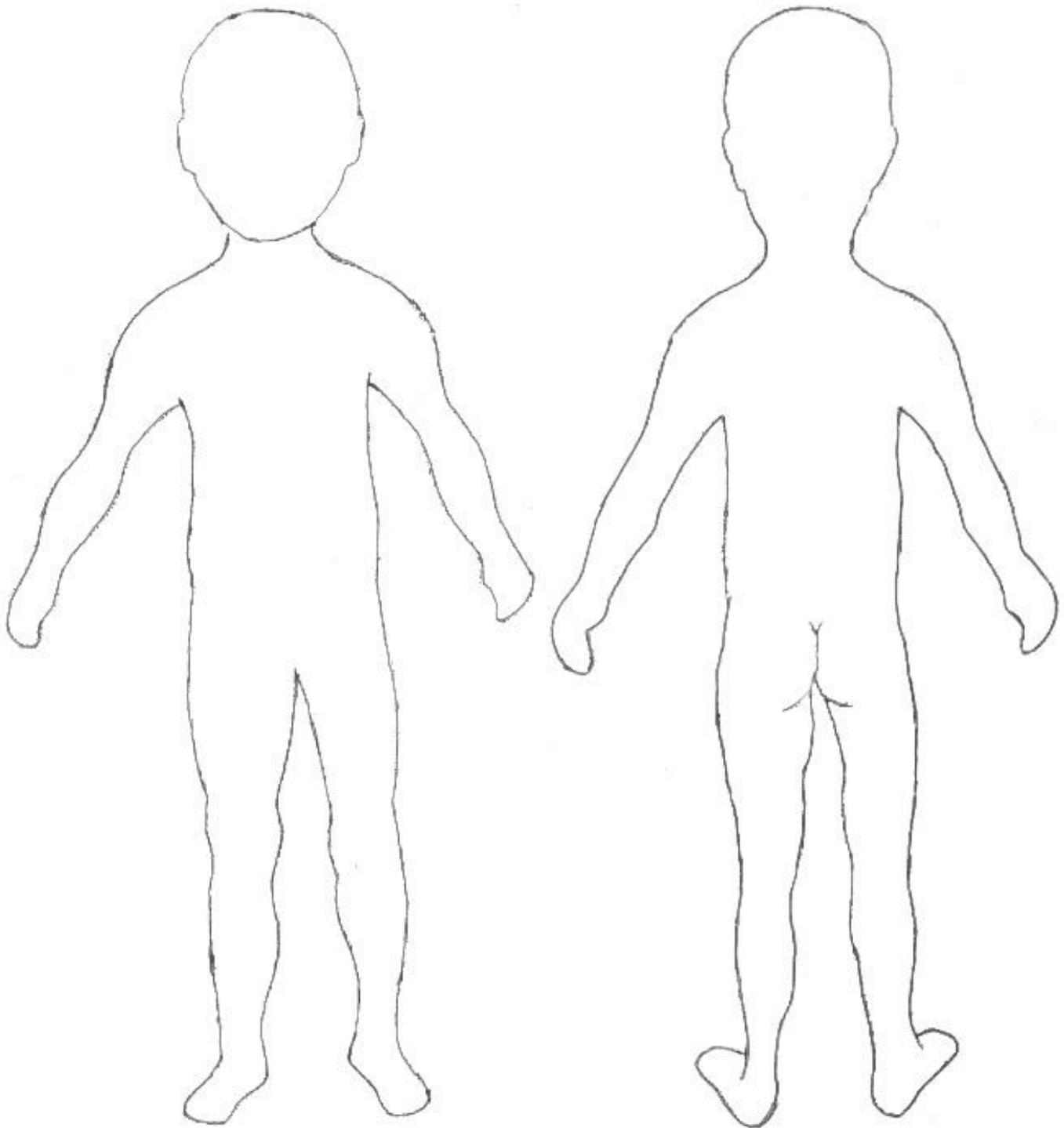
R INNER L



R OUTER L

Body Chart Example - Body Chart 4

| | | | | | |
|---------------|--|------------|--|-------|--|
| First Name: | | Last Name: | | Date: | |
| Completed By: | | | | | |



NAME OF SCHOOL
SAFEGUARDING INDUCTION CHECKLIST (New starters)

Staff Name: **Role:**

| Criteria | Comments (if any) | Date info given/shown |
|---|-------------------|-----------------------|
| School Safeguarding and Child Protection Policy Issued | | |
| Keeping children safe in education issued and explained. (Part 1, Annex A, Annex B) | | |
| School ethos explained | | |
| Individuals role in safeguarding in school | | |
| Signs of abuse (types and signs), to include; Prevent, FGM, CSE, Peer on Peer, FM, HBV, Abuse linked to faith and beliefs, Sexting, Grooming and Child Missing Agenda including Private Fostering | | |
| Who the Designated Safeguarding Lead is and how to contact them (pictures of DSL's shown also) | | |
| Alternatives to reporting in school in an emergency ie Chair of Governors – includes relevant contact numbers | | |
| What to do regarding disclosure, monitoring, recording and passing on of information using appropriate format and forms | | |
| What to do if you are concerned about a member of staff's behaviour and where to report concerns | | |
| Role of then governing body including Chair of Governors | | |
| Whistleblowing policy | | |
| Staff code of conduct / Handbook | | |
| Confidentiality | | |
| Any other issues | | |
| Any other issues | | |
| Additional Comments (if any) | | |

Induction carried out by:..... Role:
 Signed:..... Date:
 Signed (staff)..... Date:

| | |
|------------------------|----------------------------------|
| Version Control | 1.1 |
| Authors: | Julie Chapaneri & Mohammed Patel |
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