

Hoo Primary School and Marlborough Centre

**DRAFT Safeguarding Policy**

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Designated Safeguarding Lead : Catherine Mckie

Deputy Safeguarding Lead : Tara Deevoy

Named Safeguarding Governor : Ian Chappell

Policy Written by; Catherine Mckie

To be Reviewed Annually  
Reviewed

Signed HT  
Dated

Governor  
Dated

Adapted from Medway and Kent's Model  
Safeguarding Policy for Schools

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## **INTRODUCTION:**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes

- DfE guidance Keeping Children Safe in Education 2015 (KCSIE)
- Working Together to Safeguard Children 2015 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures (2014)

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

### **Ofsted's definition of safeguarding**

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015)

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below. These can be found on our staff drive of school computers or from the office upon request. They are also available to access via the school website.

All policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body and Local Authority on an annual basis. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

### **AIMS**

To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child. The governing body takes seriously its legal duty to safeguard and promote the welfare of the children and to work together with other agencies in so doing.

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To provide an environment in which pupils feel safe, secure, valued and respected; and where they feel confident and know how to approach responsible adults if they are in difficulties.

To develop effective working relationships with all other agencies involved in safeguarding children.

## **RESPONSIBILITIES**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

The Designated Safeguarding Lead (DSL) has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes

- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection plans
- Organising training for all school staff

The Governing Body and school Leadership Team will ensure that the DSL is properly supported in this role at a time and resource level.

**The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead(s)**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

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## **SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

School procedures for safeguarding children will be in line with Kent and Medway Safeguarding Children Policies and Procedures which may be found at [www.mscb.org.uk](http://www.mscb.org.uk).

All staff have been provided with a copy of Part one of the DfE guidance "*Keeping Children Safe in Education*" that covers Safeguarding information.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from the Early Help Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

New referrals to Services will be made using the agreed process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Medway/Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker / Team.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.**

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team (tel: 331017) or Specialist Children's Services (Tel :334466)

**The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff

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member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguards Team or the local Specialist Children's Services Team (numbers as above) who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website.

A copy of 'What to do if you are worried about a child being abused' is available for all staff to read. This is held by the DSL for safe keeping but available upon request.

### **Recognition and categories of abuse:**

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 Keeping Children Safe In Education and What to do if you are worried a child is being abused.

“Staff need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

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The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an 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. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## **INDUCTION AND TRAINING**

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government guidance that currently requires this to be updated every three years.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

## **RECORD KEEPING**

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must

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be completed as soon as possible after the incident/event and must be signed and dated.

**Incident/concern forms are kept on the staff drive and on the board in the staff room just inside the door.**

Safeguarding records are kept separate from all other record relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

The Head Teacher will be kept informed of any significant issues by the DSL.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

**All staff need to be aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

If necessary, they should speak to the delegated "whistleblowing" governor or consult with the Local Authority Designated Officer on 01634 331229 (Currently Claire Wilkes) or if they are not available then contact Education Safeguarding Co-ordinator 01634 331017.

## **WORKING WITH OTHER AGENCIES**

Hoo recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment

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processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Hoo recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **CONFIDENTIALITY AND INFORMATION SHARING**

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document "Child Protection - Dealing with Disclosures in School" and in Appendix 2. DfE Guidance on Information Sharing (published March 2015) provides further detail.

## **CURRICULUM AND STAYING SAFE**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Hoo Primary will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Hoo primary will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## **E-SAFETY**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Hoo Primary will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively

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and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's **e-Safety Acceptable Use policy**.

### **SUPERVISION AND SUPPORT:**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Care First directly.

### **SAFE WORKING PRACTICE**

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Positive Handling Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites).

### **COMPLAINTS**

The school has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation

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against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff.**

## **SAFER RECRUITMENT**

Hoo Primary is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/407788/disqual\\_stat-guidance\\_Feb\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/407788/disqual_stat-guidance_Feb_15.pdf)

## **THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

## **SECURITY**

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from

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pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## **Appendix 1**

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

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

### **Signs that MAY INDICATE Sexual Abuse**

Sudden changes in behaviour and school performance  
Displays of affection which are sexual and age inappropriate  
Self-harm, self-mutilation or attempts at suicide  
Alluding to secrets which they cannot reveal  
Tendency to cling or need constant reassurance  
Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby  
Distrust of familiar adults. Anxiety of being left with relatives, a child minder or lodger  
Unexplained gifts or money

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Depression and withdrawal  
Fear of undressing for PE  
Sexually transmitted disease  
Fire setting

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

### **Signs that MAY INDICATE physical abuse**

Bruises and abrasions around the face  
Damage or injury around the mouth  
Bi-lateral injuries such as two bruised eyes  
Bruising to soft area of the face such as the cheeks  
Fingertip bruising to the front or back of torso  
Bite marks  
Burns or scalds (unusual patterns and spread of injuries)  
Deep contact burns such as cigarette burns  
Injuries suggesting beatings (strap marks, welts)  
Covering arms and legs even when hot  
Aggressive behaviour or severe temper outbursts.  
Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations, or a delay in seeking treatment should signal concern.

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

### **Signs that MAY INDICATE emotional abuse**

Over reaction to mistakes  
Lack of self-confidence/esteem

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Sudden speech disorders  
Self-harming  
Extremes of passivity and/or aggression  
Compulsive stealing  
Drug, alcohol, solvent abuse  
Fear of parents being contacted  
Unwillingness or inability to play  
Excessive need for approval, attention and affection

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

**Signs that MAY INDICATE neglect.**

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

**Further information on Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also

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important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Further information on Female Genital Mutilation Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**Further information on Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour**

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at Hoo Primary recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff and governors should complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Leads should also have attended additional training which includes further information on the Prevent Duty.

**Appendix 2**

**Procedure for dealing with disclosures (the 6 R's – what to do if):**

**1. Receive**

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously

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- Note down what has been said

## 2. Reassure

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep eg “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it eg “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

## 3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell explain describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

## 4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

## 5. Remember

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to
- OSCB

## 6. Relax

- Get some support for yourself

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**Confidential  
safeguarding  
record form**



**Hoo St Werburgh Primary School & Marlborough Centre**

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

Name and position of person completing the form (please print)

\_\_\_\_\_

Date and time of incident

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Incident	
Names of witnesses and any other information	Action taken - DCPC use
Signature	Date (ddmmyy) and time form completed

**Confidential  
safeguarding  
record form**

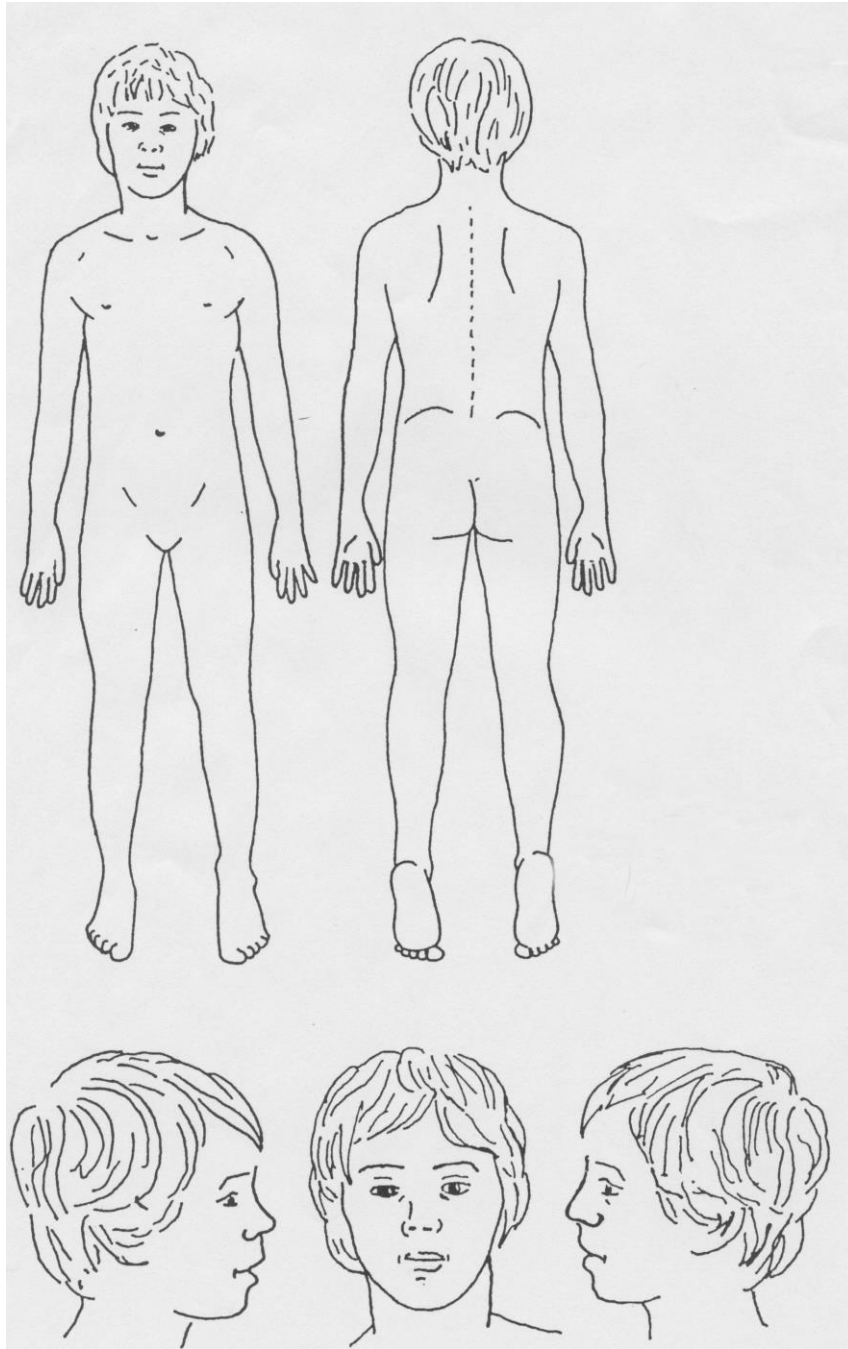


**Hoo St Werburgh Primary School & Marlborough Centre**

**Body map** *(to be used in conjunction with a record of concern form)*

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

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Signature

Print name

Date (ddmmyy) and time form completed

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