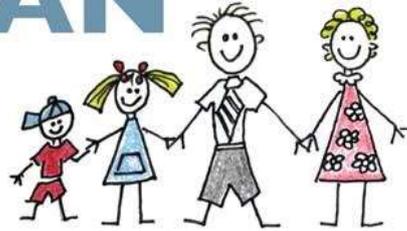


# The GUARDIAN FAMILY network



## Safeguarding Children and Child Protection 2019-2020

This policy summarises current working practices in relation to safeguarding children and young people, who may be at risk of abuse. This document details the policy aims, safeguarding measures, safer recruitment strategy, response to individual concerns, use of IT and the internet, Information Sharing and Confidentiality. It also describes The Guardian Family Network's response to dealing with students who are suspected of, or are suffering abuse or neglect, or who are at risk of suffering from harm because of abuse or neglect.

This document also details the child protection roles and responsibilities of employees, the procedures for identifying and managing child protection concerns and issues and for mitigating risks to the safety and welfare of students.

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**Updated:**  
September 2019

**Review Date:**  
September 2020

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# 1. Guiding Principles

Safeguarding children from abuse or neglect is everybody's business. At the Guardian Family Network (GNet), the welfare of the children staying with our homestay guardian families is paramount and we fully recognise our responsibilities to protect and safeguard the welfare of those children. We are committed to working together with other agencies to ensure adequate arrangements are in place to identify, assess, and support those children who are suffering or likely to suffer harm.

All homestay guardian families and GNet employees have a responsibility to report, at the first available opportunity, any concerns they have that a child is suffering, or likely to suffer, from abuse or neglect. The concerns should be shared with the employees identified by this policy, who will ensure that all allegations and concerns are taken seriously, and will consider whether it is necessary to share those concerns with the appropriate services such as the local children's social care directorate, the police, Ofsted, the local authority designated officer (LADO), or the NSPCC.

Action on safeguarding concerns does not necessarily mean that the child will be subject to child protection processes. Early intervention in such circumstances may result in the child and their carers being provided with necessary support to prevent the situation from worsening, and therefore improving the child's outcomes.

The procedures below are compulsory and apply to all our employees, volunteers, homestay families, and any other persons working with the organisation whether on a paid, voluntary, or temporary basis. Any failure to comply with them will be addressed through the appropriate GNet disciplinary procedures.

GNet's commitment to safeguarding includes:

- a. Ensuring we practice [safe recruitment](#) of our employees and homestay guardian families by checking their suitability to work with and care for children placed in our care.
- b. [Raising awareness](#) of child protection issues with homestay guardian families and giving them access to training and pertinent information on what action to take when they have concerns.
- c. Giving parents, via the relevant overseas agency in the child's country of origin (hereinafter referred to as the placement agency) and children the [information they need](#) on what action to take if they have concerns.
- d. Appointing a [Designated Safeguarding Lead \(DSL\)](#) and Deputy Designated Safeguarding Lead (DDSL) and ensuring that they undergo the appropriate DSL training every 2 years.
- e. [Training](#) all employees and volunteers about the need to safeguard children and their own responsibilities in safeguarding, together with ensuring they have access to the relevant policies and procedures. This training will be made available to them, within the first 3 months and will be reviewed and refreshed at least every 3 years.
- f. Developing and implementing relevant [policies and procedures](#) and ensuring annually that employees, volunteers, homestay guardian families, parents and children are aware of how to access them.
- g. The Directors have agreed that this [policy will be reviewed every year](#). This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **February 2021**.

[Appendix 1](#) provides the Definitions of Key Terms relevant to our safeguarding procedures.

As the children within our organisation live in different areas of the UK, they are subject to different safeguarding arrangements according to the local authority area in which they live. Further information is available via the Local Safeguarding Children Board (LCSB) procedures for that specific area. These can be found by conducting an internet search for 'Local Safeguarding Children Board procedures' and the name of the town, city or area in which the child is living.

## 2. Policy

- 2.1 This document details the policy aims, safeguarding measures, safer recruitment strategy, response to individual concerns, use of IT and the internet, Information Sharing and Confidentiality. It also describes GNet's response to dealing with students who are suspected of, or are suffering abuse or neglect, or who are at risk of suffering from harm because of abuse or neglect. This document details the child protection roles and responsibilities of employees, the procedures for identifying and managing child protection concerns and issues and for mitigating risks to the safety and welfare of students.
- 2.2 This policy can be accessed via the website. The policies are referenced in the student, parent, and homestay family handbooks as well forming part of the induction process for new employees, volunteers, and homestay families. Safeguarding awareness and policy review are also covered in the student first visit.
- 2.3 This policy focuses on the measures in place for students who are under the care of GNet
- 2.4 This policy supports GNet's duty to safeguard and promote the welfare of students. This policy is made with reference to Statutory Guidance for Schools and Colleges on Safeguarding Children and Safer Recruitment in Education, Department for Education; Keeping Children Safe in Education (2018) and Working Together to Safeguard Children, 2019. GNet's policies and processes are in line with the requirements of the Association of Education and Guardianship of International Students (AEGIS), National Minimum Boarding Standards and sector specific training experts. GNet refers to various expert sources providing advice on child abuse and safeguarding such as the Local Safeguarding Partners, NSPCC website and Barnardo's when developing policies, procedures and managing incidents.
- 2.5 Safeguarding & Prevent Contacts – The contact information below is provided via the company website, policies, handbooks, guides and publications, to all those who come into contact with GNet including, employees, volunteers, parents, students, schools, homestay families, drivers, local coordinators and agents. All local contacts for students are in the student profile and provided to the student and homestay family when hosting. Students prior to arrival in the UK receive Pre-Arrival details which refers to the policies as well as highlighting how to access help and support. This is also discussed in the student Initial Visit which takes place in the first few weeks of school when a member of the team will go through the Student Handbook.
- Designated Safeguarding Lead & Prevent Lead – Director Siobhan Skaife  
01865 893213 / 07961 490673 | [siobhan@guardianfamily.co.uk](mailto:siobhan@guardianfamily.co.uk)
- Deputy Designated Safeguarding Lead – Emily Cavender-Dengel  
01865 893213 / 07539 021684 | [emily@guardianfamily.co.uk](mailto:emily@guardianfamily.co.uk)
- 2.6 Concerns in relation to any member of employees, should be directed to the DSL. If the concern relates to the Director, concerns should be directly to the DDSL on a confidential basis without disclosing to the safeguarding officer the matter relates to. Concerns about either the DSL or DDSL can also be addressed with our Safeguarding Partners as detailed below.

### Safeguarding Partners

GNet registered office is in Oxford, whose current safeguarding contact details are as follows:

Oxfordshire Safeguarding Children Board (OSCB)

<https://www.oscb.org.uk/about-us/> | [oscb@oxfordshire.gov.uk](mailto:oscb@oxfordshire.gov.uk) | 01865 815843

Multi Agency Safeguarding Hub (MASH) 0345 050 7666

MASH contact details are provided to all Homestay families.

### 3. Key Principles

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- 3.1 GNet understands 'safeguarding' to be a recognised multi-agency pro-active process for protecting children at risk of harm or potential abuse. Effective safeguarding will reduce the need for action to protect children from harm.
- GNet aims to protect children from all types of abuse:
- child sexual exploitation
  - radicalisation and extremism
  - female genital mutilation
  - physical, emotional, sexual abuse or neglect
  - domestic abuse
  - online abuse
  - bullying and cyber bullying
  - child trafficking
  - grooming
- 3.2 GNet has a structure in place for safeguarding young people. The Designated Safeguarding and Prevent Lead (DSL) – Siobhan Skaife has designated safeguarding and prevent responsibilities.
- 3.3 Employees, homestay families, volunteers and drivers working in direct contact with young people and / or vulnerable individuals on a day-to-day basis may come across signs of harm and/or abuse. Employees and homestay families need to ensure that any concerns for the wellbeing of a student is reported to the DSL as quickly as possible (at most, within 24 hours).
- 3.4 The DSL will invoke the appropriate procedures to protect the young person involving Social Services and the Police if appropriate. Where anyone is unsure and needs guidance about safeguarding issues, they are encouraged to seek support from the DSL.
- 3.5 Further guidance can be obtained later in this policy under the heading Child Protection and this policy should be read in conjunction with 'Working together to Safeguard Children 2018', 'Keeping Children Safe in Education 2019' and Local Child Safeguarding Board guidance in the area. This policy is in line with AEGIS accreditation.
- 3.6 GNet is committed to the welfare and safeguarding of all children and embraces a best practice approach to further educate and support their employees, homestay (host families) and drivers

### 4. Safeguarding training and development

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- 4.1 GNet guardianship students are provided with the student handbook highlighting safeguarding considerations with details of the company's 24-hour seven-day a week emergency numbers and alternative communication methods including social media options such as WhatsApp should they wish to speak to a representative from GNet.
- 4.2 GNet aim to ensure that the students in our care experience always a caring and secure environment in which they feel safe respected and valued. GNet promote an environment of trust, openness communication between students, schools and GNet guardianship employees and homestay families, so that the student welfare, safety, and pastoral care is recognised as a top priority.
- 4.3 To maintain links with the appropriate agencies a statutory responsibility with child welfare concerns reason to believe that you are suffering from any form of abuse, reported immediately in confidence to DSL by telephone at the office or out of hours by mobile telephone.
- 4.4 Employees, Homestay Families and volunteers are provided with opportunities for continued training and development in their Safeguarding and child protection knowledge. Opportunities arise through in-house training, homestay family annual update visits and periodic information sharing via email.
- 4.5 All employees are required to obtain a minimum level 1 in Safeguarding & Child Protection, with the DSL and DDSL holding a minimum level 3
- 4.6 GNet is committed to safeguarding and ensuring the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment. The suitability of all

prospective employees, volunteers and homestay families will be assessed during the recruitment process in line with this commitment.

## 5. Employees & Safer Recruitment

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GNet's Safer Recruitment Policy outlines the procedures and steps taken to ensure that the organisation upholds its commitment to safeguarding and ensuring the welfare of children. This policy along with all other policies are available on the website and upon request.

## 6. Homestay family recruitment and procedures

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- 6.1 GNet follows their Safer Recruitment Policy document for the recruitment of homestay host families, as well as maintaining ongoing monitoring and providing continued support.
- 6.2 All GNet homestay families are advised to minimise physical contact with students, except for reasons of health and safety, or where physical contact may be a necessary part of organisation (e.g. safe manual handling).
- 6.3 GNet has a responsibility for the safety of their students and therefore reserves the right to deny appointment to individuals where DBS checks suggest that they may pose a danger.
- 6.4 GNet will only use homestay families with a current enhanced DBS clearance on all adults and children within the household aged 16 and above.
- 6.5 GNet will evaluate information about any homestay family criminal record and make sensible, fair, and consistent judgements about whether the individual is safe to engage (or remain engaged) in the employment role, office, or voluntary activity.
- 6.6 A social services background check (part of the Enhanced Disclosure) will also be acquired for individuals after completing an application form and signing the appropriate authorisation form. GNet will evaluate information about the homestay family social services record and make sensible, fair, and consistent judgements about whether the individual(s) is/are safe to engage as a host family.
- 6.7 On receipt of the signed application form personal and professional references will be sought.
- 6.8 On receiving positive references and after a telephone conversation with both referees, GNet will then apply for the Enhanced DBS check on the main carers in the household. A decision will be necessary as to ascertain if the homestay family will be suitable.
- 6.9 A homestay visit will be arranged. This visit will be used to carry out a risk assessment of the property, review any current DBS certificates and to speak to the family about caring for an international student in their home and to answer any questions on our safeguarding and child protection policy and to give details of how to contact the Safeguarding team.
- 6.10 A fair and consistent decision will be made based on the result provided by the Enhanced DBS.
- 6.11 Further to consistent positive information being received a Homestay Host Handbook will be issued to the homestay host family and details of their first student placement will be arranged.
- 6.12 The homestay family will be offered opportunities for engaging with safeguarding training as well as being informed of Safeguarding updates and changes through periodic communications and their annual visit.
- 6.13 Safer recruitment and safeguarding training for homestay families will be recorded and monitored.

## 7. Safeguarding for Taxi Recruitment and Travel

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- 7.1. GNet have established transport and travel procedures which ensure our internal processes provide the highest levels of safeguarding to our students. The procedures outline processes for booking transfers, sending taxi requests and confirmations to guarantee that students are safely transported to and from the destinations.
- 7.2. GNet follows the Safer Recruitment Policy document for the recruitment of transfer companies and taxi drivers as well as, maintaining ongoing monitoring of the companies and individual.

## 8. Responding to wellbeing concerns

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- 8.1. Not all concerns regarding a GNet student will be safeguarding concerns. Concerns of a wellbeing nature will be monitored via student, school, homestay family and parent feedback. Feedback is obtained and gathered via regular communication with schools, parents, students, and homestay as well as the requisite feedback forms being distributed to school tutors, homestay families and students.
- 8.2. Wellbeing concerns are recorded and monitored regularly, and any actions decided by the directors on a per case basis and recorded in the students personal file in Filemaker.
- 8.3. Where the concern is of a safeguarding nature, employees and homestay families must respond promptly and submit their concerns in writing as laid out in section
- 8.4. All reports to GNet from homestay families, schools, students, and parents are initially regarded as children in need. The DSL is notified, and a record is created in the student record file for the incident to be effectively managed, the safety of the student to be maximised and any risk to be minimised. Any report pertaining to child protection will be automatically classified as highest priority.
- 8.5. An additional student folder will be created for the DSL and DDSL to manage all correspondence and recorded actions.
- 8.6. Information will be evaluated on the day of receipt and a decision made and recorded regarding the next course of action and/or outcome. This could include no further action, GNet emergency meeting to decide on future actions, or emergency action to protect a child through the statutory authorities (example police or social services) where there is a risk to the life of a child or the possibility of serious immediate harm.
- 8.7. Where a crime may have been committed the police must be informed at the earliest opportunity, and they will decide whether to commence a criminal investigation. Reporting the matter to the police must be recorded in the student file.

## Relevant Guidance

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This policy takes into consideration the following legislation and guidance:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019
- What to do if you are Worried a Child is being Abused 2015
- Children Act 1989 and Children Act 2004
- Guidance for Safer Working Practice in Education 2019
- Information Sharing: Guidance for practitioners and managers 2018

This policy should be read in conjunction with our other relevant safeguarding policies.

## 9. Safeguarding and Child Protection Responsibilities

To ensure our organisation is prepared for and able to discharge its safeguarding responsibilities:

GNet has a Designated Safeguarding Lead (DSL) (and Deputy to act in their absence) and that all children, homestay guardian families, employees and volunteers are aware of the named person and the process of reporting concerns to them.

The name of the designated employees and their contact details are included throughout this policy and at [Appendix 2](#). The role of the DSL includes:

- Monitoring and recording concerns about the well-being of a child or young person
- Giving advice to employees and homestay guardian families
- Being an identifiable point of contact both inside and outside of the organisation
- Making referrals to the Local Authority Children's Services and the police
- Liaising with other agencies such as schools
- Arranging training for employees, volunteers, and homestay guardian families
- Drafting, implementing, and reviewing policies and procedures
- Ensuring safer recruitment practices are followed
- Liaising with the Designated Safeguarding Director (DSD)

We have procedures for reporting, recording, and reviewing cases where suspected abuse or neglect has been identified.

All employees and homestay guardian families have a clear understanding of our Code of Conduct.

At least one Director has designated safeguarding responsibility as part of their role, including governance and scrutiny of policies and procedures, day to day management of safeguarding concerns, information sharing and recording, handling allegations made against employees, and generally supporting the work of the DSL.

The DSL contacts each relevant LSCB to make them aware of the activities undertaken by GNet in their area via email, letter, or telephone. The DSL makes contact and liaises with their counterparts in each of the partner schools attended by children placed with the GNet.

Where there is a safeguarding concern, the DSL liaises with the school, local children's social care, police, and the LSCB as necessary, and ensures that all local inter-agency procedures relevant to the area in which the child is living are followed and documented.

Where there are safeguarding concerns a Record of Concern is completed (ROC). Such records will be kept in a secure manner, and in accordance with retention policies of the organisation.

## 10. Defining Child Abuse and Neglect

### 10.1 What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or **by failing to act to prevent harm**.

All employees, volunteers and homestay guardian families should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence / sexual assaults and sexting. It is important that this is recognised as and responded to as a safeguarding issue.

Someone might become concerned for a child because of:

- [comments](#) made by the child, parent, homestay guardian family members, school employees or friends
- [changes in a child's behaviour](#) or mood which may indicate abuse or neglect
- indications that the homestay guardian family is under [extreme stress](#), which may be because of issues such as financial pressures, relationship difficulties, domestic abuse, or violence
- [by a series of events](#), which, may not be thought to be of concern individually, but when they are viewed together can be considered as significant

## 10.2 Who Abuses Children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger (for example, via the internet). They may be abused by an individual adult a group, or another child/ren. Children may be also experience abuse when attending clubs or associations, and at leisure or sporting facilities, events, or activities.

Children who are [living away from their families](#) are especially vulnerable to being abused.

## 10.3 Categories of abuse and neglect

There are four defined categories of child abuse and forms of significant harm. These are:

[Neglect](#)      [Physical abuse](#)      [Emotional abuse](#)      [Sexual abuse](#)

### Neglect

[Neglect](#) is the persistent failure of a parent or carer to meet a child's basic physical and / or psychological needs, which is likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy because of a mother's drug or alcohol misuse, parental mental ill health, learning difficulties, or because of a combination of these factors. Where a parent or carer is suffering domestic abuse or violence, the needs of the child may be neglected.

Once a child is born, neglect may involve a parent/carer failing to:

- provide adequate food, clothing, and shelter (including excluding the child from the home or abandoning them elsewhere)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including using inappropriate people to care for the child
- ensure access to appropriate medical care or treatment, as required

It may also include being unresponsive to, a child's basic emotional, social, and educational needs.

### Physical abuse

[Physical](#) abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing actual harm to a child.

Physical harm may also be caused when a parent makes up symptoms of, or deliberately makes a child ill (also known as fabricated or induced illness).

### Sexual abuse

[Sexual](#) abuse involves forcing or enticing a child or young person to take part in sexual activities whether the child is aware of what is happening. It may not necessarily involve violence. Sexual abuse may involve physical contact, including assault by penetration (vaginal, anal, or oral); or non-penetrative acts such as masturbation, kissing and rubbing, including touching the child's body outside of their clothing.

Sexual abuse includes non-contact actions, such as involving children in looking at or in the production of pornographic materials, watching sexual activities, or encouraging them to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place via the internet and mobile phone technology. It is not just perpetrated by adult males; women can also sexually abuse, as can other children.

Sexual abuse includes children being abused through organised networks of perpetrators or peers via gang membership or association.

### Emotional Abuse

[Emotional](#) abuse is the persistent emotional maltreatment of a child, which can have significant and long-standing effects on their emotional development. This may include:

- telling children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

- imposing age or developmentally inappropriate expectations on children. These may include interactions beyond the child's developmental capability, as well as overprotection, limiting exploration, and learning or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another for example where there is domestic violence and abuse
- serious bullying, causing children frequently to feel frightened or in danger
- exploiting and corrupting children

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

A list of possible indicators of abuse and neglect is included at [Appendix 3](#).

## 10.4 Children in Specific Circumstances

GNet has due regard to government guidance for children in specific circumstances as outlined below:

- child sexual exploitation (CSE) \*
- preventing radicalisation and extremist behaviour \*
- 'sexting', online safety, and teenage relationship abuse \*
- female genital mutilation (FGM) \*
- bullying including cyberbullying
- domestic violence
- faith abuse
- forced marriage
- gangs, youth violence and trafficking

Further information (\*) is contained at [Appendix 4](#). Government guidance can be found at [www.gov.uk](http://www.gov.uk)

# 11. Acting on Concerns

Homestay families, GNet employees and volunteers need to be vigilant about safeguarding concerns and **act appropriately, effectively, and promptly** when dealing with such concerns.

It should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the child. Everyone has a duty of care to pass on their concerns and therefore would be failing in this duty if they did not do so.

## 11.1 Taking Immediate Action

Anyone concerned that a child may be suffering, or is at risk of experiencing, abuse or neglect should ensure the safety and wellbeing of the child and / or others. Depending on each individual situation, the following should be considered:

1. Immediately evaluate the risk and take steps to ensure the child is in no immediate danger
2. Dial 999 for an ambulance or take appropriate action to provide medical assistance or treatment
3. Contact the police if a crime has been or may have been committed
4. Contact the DSL to discuss the situation and receive advice
5. Make a written complete a Record of Concern (ROC) (shown at **Appendix 5**)
6. If the DSL or DDSL cannot be contacted, and there is an immediate concern for the safety of the child, advice should be sought directly from children's social care or the police in the area where the child is living. Details of who to contact are on the LSCB website.

All homestay families, their family members, GNet employees and volunteers are authorised to call emergency services, without referral, to ensure there is no delay. The DSL should be contacted as soon as is practicable afterwards to inform them of the situation and seek further advice.

Although all employees and homestay families should do what they can to ensure the immediate safety of a child, they must not put themselves in risky or dangerous situations.

## 11.2 Preserving Evidence

The police are responsible for the gathering and preservation of evidence to pursue criminal allegations against people causing harm. Where it is likely that a criminal act has been committed against a child, the police should be contacted immediately.

The first concern is always to ensure the safety and wellbeing of the alleged victim. However, in situations where there has been or may have been a crime and the police have been called it is important that forensic and other evidence is collected and preserved. The police will attend the scene, and agencies and individuals can ensure evidence is not contaminated by:

- disturbing a 'scene' as little as possible, sealing off areas if possible
- discouraging washing / bathing / eating / drinking / smoking and use of the toilet in cases of sexual assault
- not cleaning or allowing further use by others of a toilet used by the victim since the alleged incident in cases of sexual assault
- not handling items which may have DNA evidence on them
- putting any bedding, clothing which has been removed, or any significant items given to them (weapons etc) in a safe, dry place in bags (for example bin liners or paper bag)

Homestay families, GNet employees or volunteers can also contribute to evidence by recording their observations in relation to what the child has said, the appearance and behaviour of the child, anyone else involved, and any actions taken by them or others – see ROC at Appendix 5.

## 11.3 Responding to Disclosures

Disclosures by the child should be listened to and recorded carefully on the ROC, as soon as possible, using their own words where possible. Homestay families, GNet employees and volunteers should also:

- given assurances that they are taking the concerns seriously
- listen carefully to what the child is saying, staying calm, getting as clear a picture as possible, and avoid asking leading questions (questions which suggest an answer to the child) or speculating about what has happened to the child or who has harmed them
- not give promises of confidentiality

The child should not be questioned in detail by anyone at this stage, to avoid creating unnecessary stress through repeatedly describing events or creating a perception that they are not believed. Such questioning can also risk the contamination of evidence. This should not detract from the initial seeking of information to establish basic facts.

The person alleged to have caused harm should not be contacted, unless this is part of an emergency action to safeguard the child or others (for example, if it is necessary to suspend a homestay family or other member of employees or volunteer following allegations of abuse or neglect – see Allegations against a Person who works with Children and Young People).

A written record (ROC) of the disclosure should be made as soon as possible (see Section 6 below).

## 11.4 Referrals to Children's Social Care

When concerns are raised by employees, volunteers, children, parents or homestay guardians, the DSL should:

- ascertain whether the situation falls within the definitions of abuse outlined in this policy
- decide upon immediate action required
- consider whether an internal investigation is necessary (for example if an allegation has been made against a homestay family, employees or volunteer) and ensure that the procedures set out in the relevant policy are followed, and the LADO is informed
- where abuse is suspected, make a referral to the appropriate agency
- preserve any evidence
- support the child and any employees involved
- seek advice (for example from the NSPCC).

Where the DSL makes a referral to Children's Social Care the following should be taken into consideration:

- is the consent of the parent necessary (although refusal should never be a barrier to sharing information where there are concerns about a child)? Consent should not be sought where doing so would place a child at further risk of harm, cause delay, impede a criminal investigation or place any other person at risk of harm
- Follow up any information shared over the telephone in writing in accordance with LSCB procedures (usually within 24 hours)
- seek feedback concerning the referral, if it is not forthcoming, no later than 3 working days after referral
- where the DSL is not satisfied with the outcome of the referral, the escalation policy in the relevant local authority should be implemented
- what action is necessary, following the referral, to continue to safeguard and support the child, employees and, where appropriate, homestay guardian family or parent via the placement agency
- the DSL should attend any relevant multi-agency meetings, contribute to any plans concerning the child, and liaise with the child's school, and parent via the placement agency
- the DSL should also ensure that careful written records are made of the concern raised, action taken, information shared, and any further action points to be taken in the future

## 12. RECORDING CONCERNS

It is vital that the homestay family, employee, or volunteer makes a written record of any incident or allegation as soon as possible after the information is obtained.

Written records must reflect as accurately as possible what was said and done by those initially involved in the incident either as a victim, suspect or potential witness. The notes must be kept safe as it may be necessary to make records available as evidence and to disclose them to the police and/or a court.

The record should include:

- date and time of the incident
- exactly what the child said, using their own words, about the abuse and how it occurred or exactly what has been reported
- appearance and behaviour of the child including any changes noticed
- any injuries observed
- any evidence such a screen shot, and anything the child has written or drawn
- any actions taken (for example contacting police or other emergency services)
- name and signature of the person making the record.

The record should be factual. However, if the record does contain opinion or an assessment, it should be clearly stated as such and be backed up by factual evidence. Information from another person should be clearly attributed to them.

This guidance and example record of concern (ROC) contained in Appendix 5 are to clarify what is considered good practice and meets statutory requirements when recording concerns. There can sometimes be confusion regarding expectations of information sharing about children and their families e.g. what is required and what is not.

GNet use either paper or an electronic ROC to record concerns, this guidance is applicable to both and should be read in conjunction with the updated Safeguarding Records Practice Guidance.

### 12.1 Background

Safeguarding records have been highlighted as an issue within individual management/serious case reviews in counties nationally and the need for robust procedures for the recording, sharing and transfer of information within and between educational establishments.

For some children, a one-off serious incident or concern may occur, and employees will have no doubt that this must be immediately recorded and reported. More often however, it is the accumulation of several small incidents, events or observations that can provide the evidence of harm being caused to a child.

Records should be factually accurate, clear, relevant, up to date and auditable. They should support monitoring, risk assessment and planning, enabling informed and timely referrals to be made when necessary. Safeguarding and promoting the welfare of children is the responsibility of all employees.

#### Statutory Framework (Keeping Children Safe in Education, DfE 2016)

- No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information, and taking prompt action. (Para 3) Guidance for recording concerns about Children and Young People (CYP)
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, employees should discuss with the designated safeguarding lead. (Para 29)
- 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. (Para 30)

## 12.2 Role of the DSL

- Ensure all employees know when and how to record concerns about a child's welfare, however small or apparently insignificant.
- Ensure all employees know where to locate key documents such as record of concern forms/have access to an electronic recording system, have access to Part 1 and Annex A of Keeping Children Safe in Education (2016), the GNet code of conduct, child protection policy, What to do if you are worried a child is being abused (2015).

## 12.3 Safeguarding and Welfare Requirements.

- When a record of concern form is passed to the DSL or completed electronically, it is important that the DSL checks that this is sufficiently detailed and has been signed and dated by the employee reporting the concern.
- The DSL needs to consider the safety and wellbeing of the child and whether the concern raised indicates emerging/unmet needs for the child. The DSL needs to make a professional judgement about how the concern should be responded to. The DSP must record the action taken in response to every record of concern form, regardless of outcome.
- The level of detail will depend on the nature and seriousness of the concern and may include:
  - Requests to employees for monitoring specific aspects of the child/young person's presentation, behaviour, attendance, etc. Be specific in your recording- give timescales /frequency.
  - Discussions and telephone calls, with colleagues, children/young people, and parents, along with a record of full names and dates
  - Record of any professional consultations where advice/guidance has been sought. This should include a record of who was consulted (full name and job title) and date/s consulted
  - Letters sent and received record of the outcomes of any responses or action the DSP/L took, with dates updating the chronology (examples available at: [http://www.thegrid.org.uk/info/welfare/child\\_protection/proformas/index.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml))
  - Updating the child/young person's file as new documents are produced or received
  - Filing all copies of referrals or letters sent
  - Updating the front sheet, if necessary (examples available at: [http://www.thegrid.org.uk/info/welfare/child\\_protection/proformas/index.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml))
  - cross-referencing to files for other children/young people within the family

## 12.4 Summary

- Use of a standard 'record of concern' form by all employees, irrespective of their role in school, and some guidance about completion is strongly recommended. A proforma for the record of concern form can be found at Appendix 5:
- Blank copies of the record of concern form are easily accessible to all employees
- No sensitive material is communicated by insecure means. This would include email, but also notes left for colleagues. In all cases where specific safeguarding concerns arise, employees must be aware of their responsibility to complete the formal record of concern form.
- A record of concern form or electronic entry should be completed as soon as is reasonably possible (at the latest within 24hours) following a safeguarding concern, to ensure that no details are forgotten.
- The expectation would be that employees would ensure the DSL was informed of the concern in a timely manner, even if this means recording the concern after passing the information on verbally
- Records relating to work with the child and his or her family should use clear, straightforward language, be concise and be accurate not only in fact, but also in differentiating between opinion, judgement, and hypothesis. Employees should be mindful of the need to record information in an objective and professional manner, as it may be shared with the child, parents, and other agencies, as part of an investigation or inquiry. Additionally, safeguarding records may be required for disclosure in court proceedings.

## 12.5 Model – Illustrating Information to Intelligence

T Morrison and J Wonnacott Model of Information to Intelligence 2009 illustrates how we may respond to information, the process in which we gather further evidence and what may get in the way.

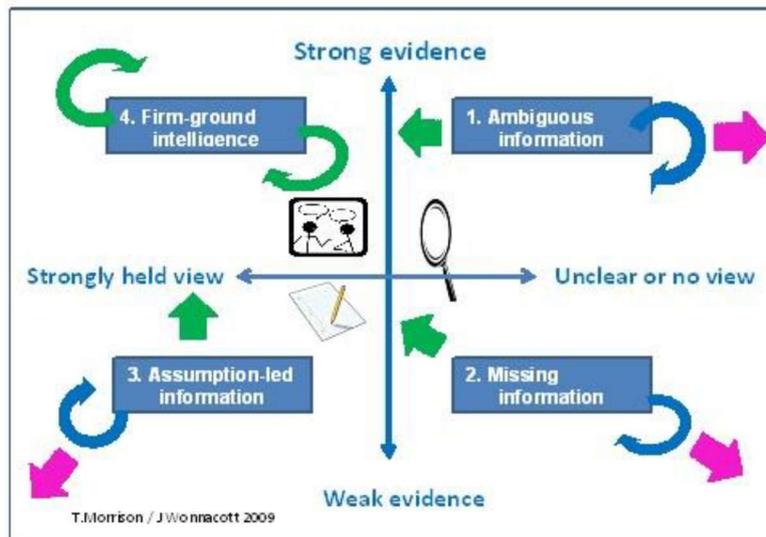
**Types of information** - The nature and presentation of information in any field is rarely straightforward. In the field of children's safeguarding, it can be particularly complex and ambiguous due to professional and inter-agency anxiety, fear of getting it wrong and the difficulties of getting information from anxious and sometimes reluctant service users. In other words, information in this field rarely comes with clarity about what it is, how it has been obtained and what it means.

It is the task of employees to share, sift, search for, and determine how important their information is. It is through this process that raw data (facts, feelings, and beliefs) can be transformed into useful intelligence that helps describe and evidence our concerns. Serious case reviews often provide key messages of how one piece of the jigsaw only makes sense when fitted together with the other pieces.

The diagram shows how different types of evidence and belief can produce four types of information:

1. ambiguous information
2. missing information
3. assumption-led information, or
4. firm-ground intelligence (coherent information)

The Process from information to intelligence



- The curved arrows indicate the need to inquire further and dig deeper to decide whether the information is useful and relevant. If so, it moves towards coherent information (**green arrow**).
- Alternatively, testing information may eliminate it as irrelevant or as ungrounded (**pink arrow**).
- The figures in the middle symbolise scrutiny (magnifying glass), face-to-face discussion (matchstick people) and the recording of information (notebook and pen). These actions are fundamental in helping the worker sift and test the information. This can lead to highlighting and exploring discrepancies in information and deciding whether further inquiries are needed to clarify whether the information is valuable.

This approach starts from the viewpoint that raw information is almost always complex and problematic. However, we need to test and explore assumptions, ambiguities, or gaps in information, ensuring that analysis and planning are on solid foundations and firm ground.

Note- this model illustrates the full circle of the process from identification of a concern to reporting and response, employees will be involved at different levels of this

## 13. Working with parents

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Parents via the placement agency should be aware that our organisation will take any reasonable action to safeguard the welfare of children in our care.

In cases where GNet has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, the procedure as detailed earlier in this policy will be followed.

Where appropriate, we will approach parents through the placement agency after consultation with the DSL. However, there may be occasions when we may need to contact another agency before informing parents of the situation and action taken.

We recognise that parents have placed considerable faith and trust in us to care for their children. We will ensure that the placement agency is given the contact details for the DSL to speak to concerning any safeguarding issue raised in connection with a child, so that they can liaise with the parents and keep them informed.

## APPENDIX 1: Definition of Key Terms

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**A child or young person (CYP)** is defined by the Children Act 1989 as anyone who has not yet reached their 18th birthday.

**Safeguarding and promoting the welfare of children** is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully

**A child in need** is defined under the Children Act 1989, if:

- they are unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority
- their health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- they are disabled

**Child protection** is a part of the overall concept of safeguarding and promoting the welfare of children. This refers to professional action that is undertaken to protect children who are suffering, or are likely to suffer, significant harm.

**Harm** is defined as the ill treatment or impairment of health and development. This definition was clarified in the Adoption and Children Act 2002 to include, "impairment suffered from seeing or hearing the ill treatment of another".

**Significant harm** was introduced by the Children Act 1989 as the threshold that justifies compulsory intervention in family life by specific professionals, in the best interests of children. Suspicions or allegations that a child is suffering or likely to suffer significant harm should result in an assessment by the local authority in which the child is living. This may include a Section 47 enquiry.

**Physical abuse, sexual abuse, emotional abuse, and neglect are all categories of significant harm**

There are no absolute criteria which can be applied when deciding what constitutes significant harm. Sometimes it can be a single episode, but it is more likely to be an accumulation of significant events, both acute and longer term, which can interrupt, damage, or alter the child's development.

## APPENDIX 2: Useful Contact Numbers

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### Guardian Family Network

Designated Safeguarding Director/Lead	Siobhan Skaife	07961 490673
Deputy DSL	Emily Cavender-Dengel	07539 021684

### NSPCC

0808 800 5000

### Whistleblowing advice line

Concerns relating to the handling of workplace child protection issues	0800 028 0285
8:00 AM to 8:00 PM, Monday to Friday	

### Childline

0800 1111

## APPENDIX 3: Indicators of Abuse

### Indicators of Physical Abuse

- Injuries in unexpected places or injuries that look like something (i.e. a cigarette burns, finger marks etc.).
- Unexplained recurrent injuries
- Improbable explanations or inability to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Fear of medical help or examination
- Aggression towards others or self
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished
- Fear of suspected abuser being contacted

### Indicators of Sexual Abuse

- Sexual health issues such as urinary tract infections, STIs, repeated pregnancy tests or termination of pregnancies
- Other reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia or eating disorder
- Age inappropriate sexual knowledge/behaviour
- Displaying inappropriate sexual behaviour towards others
- Behaving in a sexually provocative way
- Learning problems, poor concentration
- Wetting/soiling
- Sleeplessness, nightmares, fatigue
- Psychosomatic symptoms like abdominal pain
- Multiple sexual partners
- Obsessive cleanliness
- Compulsive vomiting
- Unwillingness to undress in front of others
- Lack of trust or fear of someone they know well, such as not wanting to be alone with an individual

### Indicators of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing or general appearance
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

#### In younger children:

- Short stature and underweight
- Red/purple mottled skin or poor skin
- Swollen limbs with sores that are slow to heal
- Constant tiredness
- Dry sparse hair

- General physical apathy
- Unresponsiveness or indiscriminate in relationships with adults
- Poor dental health
- Medical needs not attended to
- Poor or inappropriate diet leading to diarrhoea, or abnormally voracious appetite indicating hunger
- Poor personal hygiene
- Severe nappy rash
- Emaciation
- Compulsive stealing
- Scavenging for food or clothes
- Inappropriate drinking patterns, e.g. from drains
- Not reaching developmental milestones
- Disordered behaviour
- Low self-esteem
- No social relationships
- Poor intellectual development and underachieving
- Repeated accidents or ingestion of harmful substances arising from inadequate supervision
- Failure to thrive, without an organic reason

### Indicators of Emotional Abuse

- Sudden speech disorders
- Continual self-deprecation
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting)
- Extremes of passivity or aggression
- Fear of parents being contacted
- Self-harm
- Wetting/soiling
- Substance misuse
- Chronic running away
- Inability to play
- Compulsive stealing
- Low self esteem
- Apathy
- Excessively clingy or attention seeking behaviour
- Poor growth
- Distractibility and delayed language development

#### Carers' responses which give cause for concern: -

- Scapegoating
- Ostracising from activities
- Indifference to the person's needs
- Hostility towards the victim
- Ridicule, sarcasm, deliberate frightening, threatening
- Cruelty, like being locked up in cold, dark surroundings or deprived of something
- Encouraging others to respond to the victim in any of these ways

## APPENDIX 4: Specific Safeguarding Concerns

### Child Sexual Exploitation

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

### Radicalisation and Extremist behaviour

See the Radicalisation and Extremism policy and procedure.

Radicalisation can be defined as the action or process of causing someone to adopt radical positions on political or social issues. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

### Peer on Peer Abuse

Peer on peer abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse.

Peer on peer abuse is a defined safeguarding issue and should be responded to in the same way as any other concern about a child.

### Children Missing from Home and Education

See the Children Missing from Home and Education policy and procedure.

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. Any absence by a child from their guardian family or school could be indicative of other safeguarding issues such as bullying, peer on peer abuse, emotional abuse, child sexual exploitation and radicalisation, and should be responded to by following the LSCB procedures for the area in which the child lives.

### Self-Harm

GNet homestay guardian families can play an important role in preventing self-harm and supporting children currently engaging in self-harm. Anyone who is aware of a child engaging in or suspected of being at risk of engaging in self-harm should always consult with the DSL.

### Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon certain professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and/or the Police will be notified. Refer to the Home Office guidance - Mandatory Reporting of Female Genital Mutilation – procedural information, October 2015.

## Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Homestay guardian families may encounter situations where a child is expressing worry or unhappiness over a forthcoming family trip, celebration, or meeting and any concerns regarding this should be raised with the DSL immediately so that any necessary action to protect the child can be undertaken.

## Child's emotional well-being and mental health

Children placed with GNet may be vulnerable through issues such as:

- Missing their birth family
- Missing their home country and friends
- Struggling to adapt to a new country, its language, and customs
- Feeling isolated at their school
- Pressure to perform well academically

Nearly all safeguarding issues that involve targeting, befriending, or grooming (such as child sexual abuse and exploitation) concern children who are unhappy, vulnerable or feel isolated. Other safeguarding issues such as going missing or self-harm, can be as a direct result of these issues. In such cases, GNet can identify early warning signs, and through work with partnership agencies, formulate an early intervention plan that stops the problem from escalating and causing long term harm to the child.

Any employee, volunteers or any homestay family who has concerns about a child's well-being should discuss this with the DSL as soon as possible.

## APPENDIX 5: RECORD OF CONCERN (ROC)

<b>Name of CYP:</b>		<b>Date of Birth/Age:</b>	
<b>Male/Female:</b>	<b>Ethnic Origin:</b>	<b>Disability Y/N:</b>	<b>Religion:</b>
<b>Day/Date:</b>	<b>Month:</b>	<b>Year:</b>	<b>Time reported:</b>
<p><b>Initial Report of Concern:</b></p> <p>In factual terms, use of open-ended questions to clarify e.g. Who, What, When, Where and How? What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain (if so, illustrate on body-map)? Are any other CYP or adults involved?</p>			
<p><b>Additional Information:</b></p> <p>Your views on what you know about CYP e.g. any previous concerns? How are they doing in school? Any comment on their presentation, personal circumstances (health, development, additional needs), identity, race, religion and/or if known, their social relationships with their family, friends, and wider network?</p>			
<p><b>Your response and actions to the concern:</b></p> <p>What you have said to CYP / done / agreed to do?</p>			
<b>Name of referrer:</b>		<b>Role of referrer:</b>	

<p><b>DSL's immediate response and actions taken:</b></p> <p>Including sharing and gathering information, speaking to CYP, parents or homestay guardians and gauging their response. This may include undertaking a professional consultation. Has any immediate risk assessment been carried out, if so, what?</p>			
<p><b>Information shared with parents / homestay family:</b></p> <p>Are they aware of GNet's concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information</p>			
<p><b>Information shared with other employees/agencies:</b></p> <p>Who, What, How and your rationale for this</p>			
<p><b>Outcome for the CYP:</b></p> <p>What level of intervention is required to safeguard and promote the CYP's welfare? i.e. where does this level of need sit on the Continuum of Need document – Universal, Targeted, Intensive Support or Specialist/Safeguarding?</p>			
<p><b>Feedback given to person reporting concern:</b></p> <p>This should be an overview omitting any confidential information, consider "need to know".</p>			
<b>Name:</b>		<b>Date:</b>	...../...../.....
<b>Position:</b>		<b>Signature:</b>	

## APPENDIX 6: Guidance on completing a ROC

Headings on the ROC	What is required or / and what to consider about child Note: All the white boxes on ROC to be filled out by the person who has a concern to report, suspects a CYP is at risk of abuse / neglect or the concern has come to you by other means. The grey boxes on ROC to be completed DSL e.g. record their response and actions taken.
CYP Name	Always use the child's full name and any aliases with correct spelling
CYP DOB /age	Need full DOB; this is often needed by other agencies to trace records
Male/Female	If child has unusual spelling of name is clear of their identity / sex
Ethnic Origin	Helpful particularly if concern is in relation to faith abuse, e.g. beliefs held about certain punishment (chastising child with belt) or FGM forced marriage. Help us understand that parent may consider their actions legitimate because of their beliefs and religion
Disability Y/N	Helpful to gauge CYP understanding of the situation / incident and their capacity to protect themselves and consent
Religion	Understanding how child perceives and integrates with within a western society e.g. different values and beliefs. Is CYP able to identify with their culture and belief systems without being made to feel oppressed by other family members, friends, and institutions?
Day, date (including year) and time of concern	It is imperative to provide a timeline for recognition, reporting and response to CYP needs. All services responsible for safeguarding children are required to act in a timely way as delay exposes children to further abuse and neglect. Regulators such as Ofsted scrutinise children's records and expect data controllers to audit children files and evidence that there is no time delay and the safety of children is prioritised.
Initial report of the concern / s	This is to be recorded by the person / s who the disclosure is made or the person who has witnessed or suspects abuse and neglect. This includes any member of employees, volunteer and external contactors, clubs using the school and visitors to the school and parents.
In factual terms	What did the child say? How are they feeling? Any comments about their behaviour? Are there any obvious signs of injuries or pain? (if so, use body map and attach) Are any other children or adults involved? Clarify using open ended questions to clarify, who, what, when and how etc Do not be afraid ever to talk and listen to a CYP, you can clarify with a child what may of happened, is happening etc the more information the better as the process to support and protect child rely on firm grounded information. Children can disclose in stages and so this may be their first attempt and if ignored an opportunity could be lost. Be 'professionally curious' always
Additional information	Your opinion, context of concern/disclosure you may know of the CYP well and their family, friends' peers, because as professional you have spent a lot of time in the school environment. You may live in the area and have local 8 community information, gossip what people have said, if so, record this as it is e.g. 'hearsay' Your views on what you know about the CYP e.g. Any previous concerns? How are they doing in school? How do they get on with others, employees their peers, Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friend and wider networks?
Your response and actions to the concern	A factual account of what you have said to CYP and agreed to do? This is taking concerns seriously listening and talking to the CYP and being honest and open with them about what your role is e.g. to pass on if child presents as needing support or protection. Apply all the rules of talking and listening to children as set out in schools handbook that accompanies your stage one statutory training. • Recognise • Respond • Record • Report If you hear something and you are concerned say something. This may be a little part of a puzzle that you are unaware as there could be other information on records both at the school and on other held by other agencies. You must follow child protection procedures in your school there is a process which requires you to pass on to your headteacher / DSL or deputies
Name , Role and Signature	Name needs to be in full and always be signed Contact details (if not a member of school employees, e.g. contractor): Never abbreviate as when a CYP records are passed on or information needed by specialist and safeguarding services, following the CYP story / journey can be made difficult if it is not clear who is who and what their role is
DSL's immediate response and actions taken	Your position in school/ role: SLT have very specific safeguarding roles for safeguarding including in this making sure that there is always some available to respond to concerns raised about CYP in the school. Include in this section sharing and gathering information, verification, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been identified / carried out?
Information shared with Parents / carers	Are they aware of school's concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information? If not to both why? The only time you would not be speaking to a parent is if you believe that this would place the CYP at risk. Therefore, you should always work openly and honestly with parents

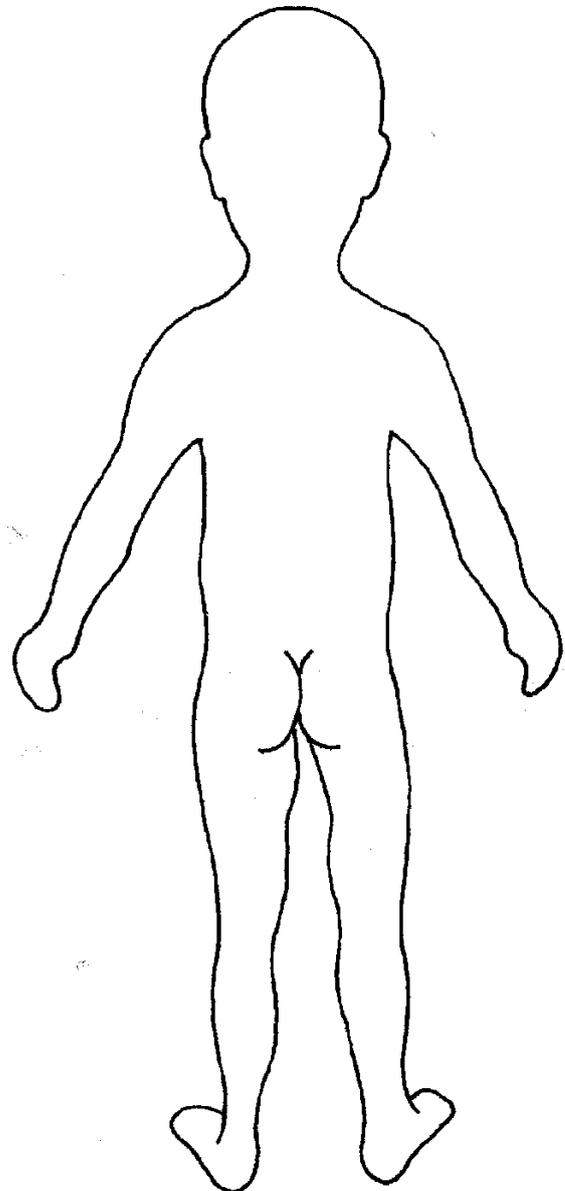
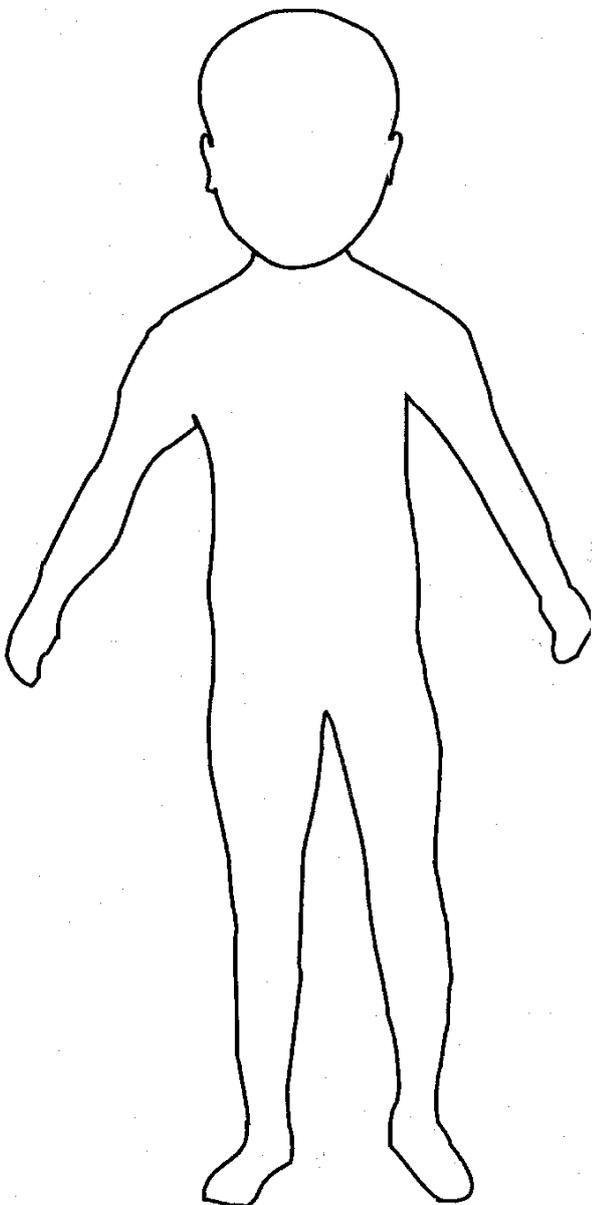
	and cares and although at times this is difficult in the longer term the outcomes for children is much improved for all parties. Consider that we are responsible for safeguarding and within this required to 'promote the welfare' of CYP. This means that working at this level with CYP and their families is primarily early help and support.
Information shared with other employees/ agencies	Who, what, how and your rationale for this? Consent needed for this. Reminder of confidentiality
Outcome for the CYP	What level of intervention is required to safeguard and promote the CYP welfare? i.e. where does this level of need sit on the Continuum of Need document <a href="http://www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need">www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need</a> - Universal, Targeted, Intensive Support or Specialist/Safeguarding? If parents are not informed prior to a referral then a clear rationale for not informing needs to be on the referral form but could also be in this section
Feedback given to person reporting concern	Basic outline of the plan for the CYP, consider 'need to know' and schools' policy on confidentiality. However, this should never get in the way of sharing important information to employees that you have identified as a key part to monitoring and supporting a CYP. Information shared with other member of employees /other agencies? If so, what information was shared and what was the rationale for this? Who, what, how and your rationale for this
Your name Your role or position: Date, day + time of recording Your signature	Name needs to be in full and always be signed Contact details (if not a member of school employees, e.g. contractor) Do not abbreviate your name as when a CYP records are passed on or information needed by specialist and safeguarding services, the courts; following the CYP story / journey can be made difficult if it is not clear who is who and what their role was etc It is imperative to provide a timeline for recognition, reporting and response to CYP needs. All services responsible for safeguarding children are required to act in a timely way as delay exposes children to further abuse and neglect. Regulators such as Ofsted scrutinise children's records and expect data controllers to audit children files and evidence that there is no time delay and the safety of children is prioritised

## Checklist and ROC audit for DSL

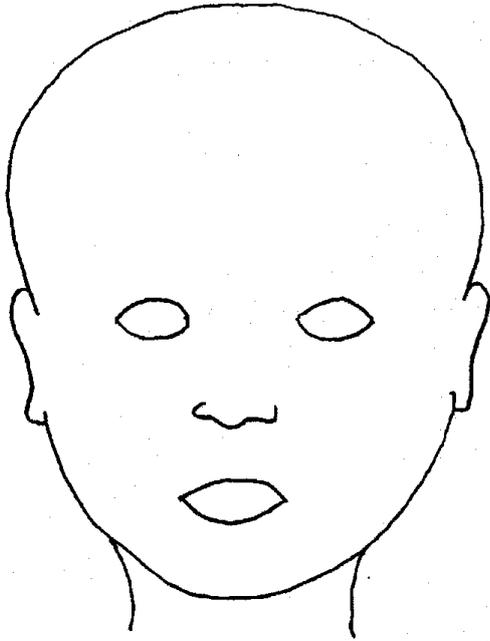
- Child/Young Person (CYP) clearly identified
- Name, designation, and signature of the person completing the record populated
- Date, day, and time of any incidents or when a concern was observed
- Date, day, and time of written record
- If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)
- 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
- Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?
- Record free of jargon
- Written in a professional manner without stereotyping or discrimination
- What did the member of employees say or do in response to the concern?
- Record of concern completed in a timely manner
- Record of concern passed to DSL in a timely manner
- The record includes a completed body map (if relevant) to show any visible injuries
- Handwritten notes of conversation with parents attached securely to this record
- Has DSL completed their sections in full- including action taken and outcome, feedback to employees and information sharing
- If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSL

## APPENDIX 7: BODY MAP

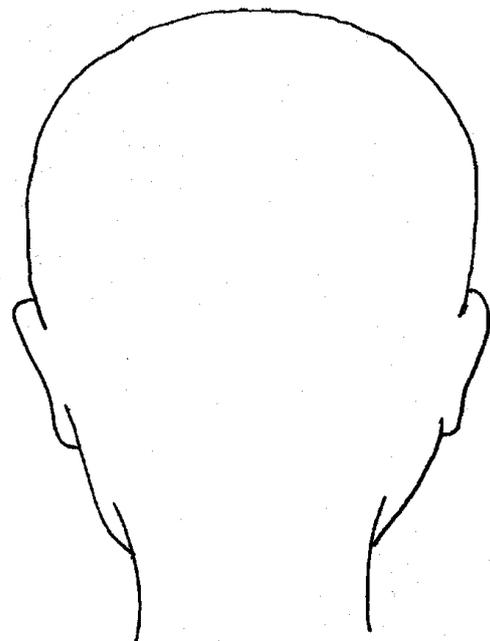
Name of Child:		Date of Birth:	
Name of Employees:		Job title:	
Date and time of observation:			
Description of injury in brief:			



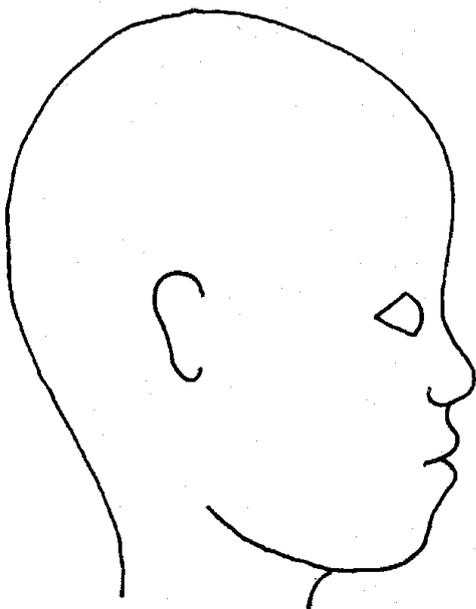
Name of Child:		Date of Birth:	
Date and time of observation:			
Description of injury in brief:			



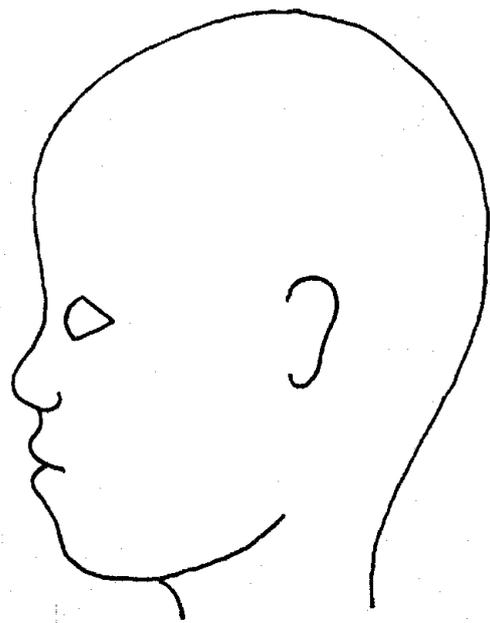
FRONT



BACK

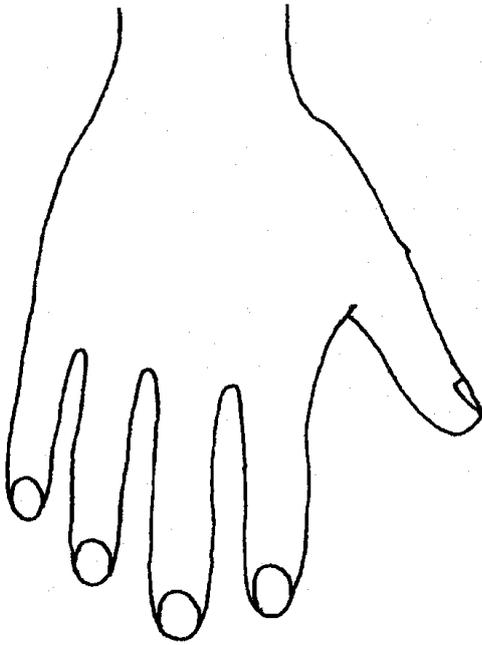


RIGHT



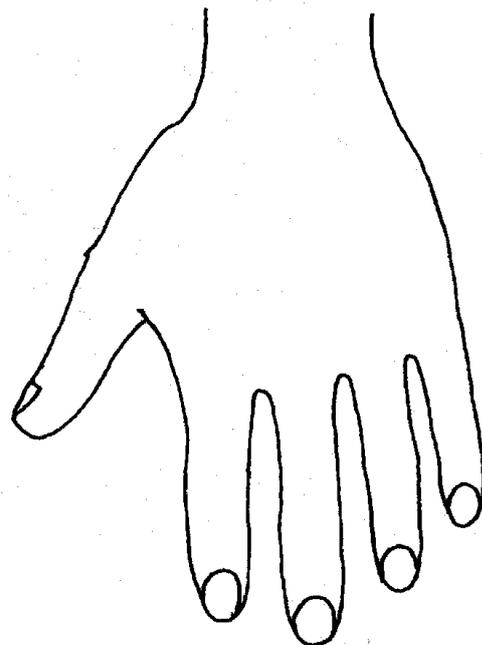
LEFT

Name of Child:		Date of Birth:	
Date and time of observation:			
Description of injury in brief:			

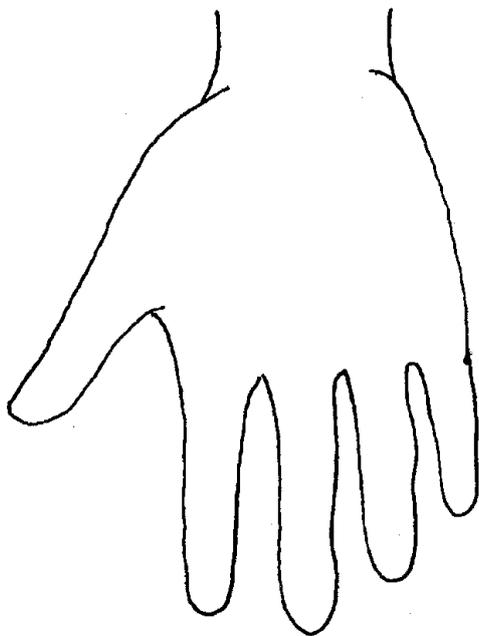


R

BACK

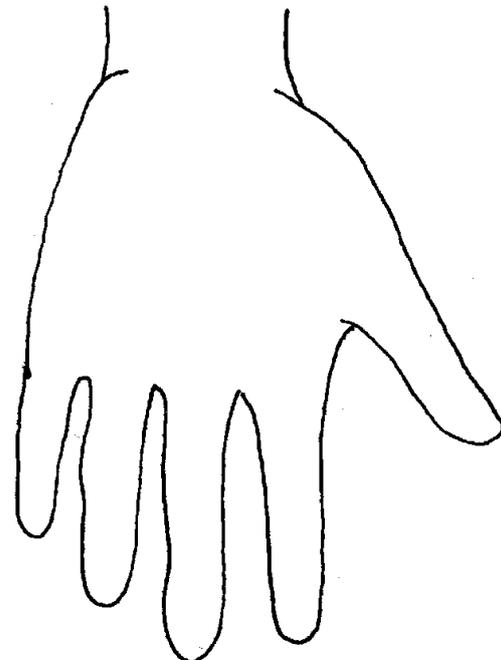


L



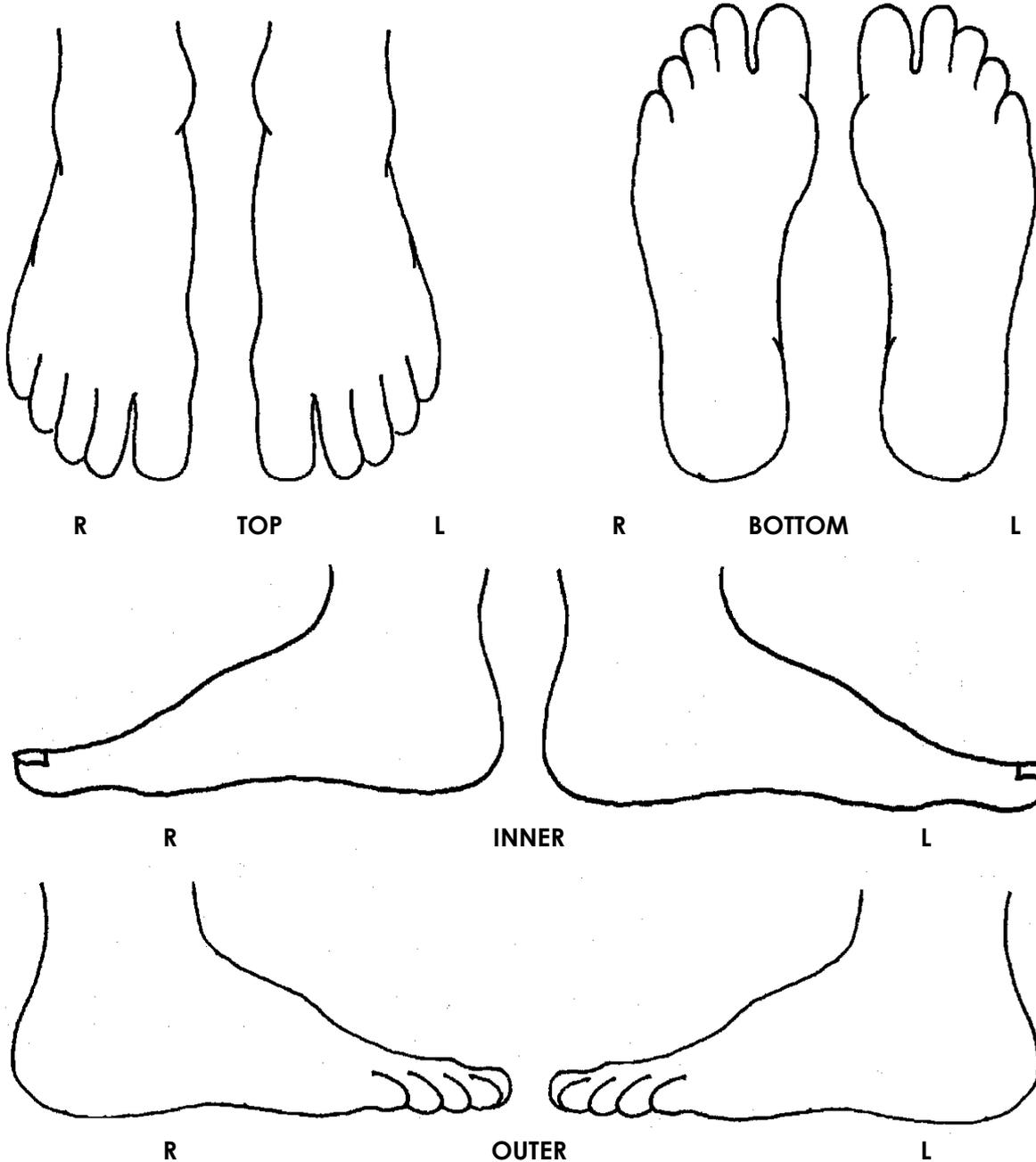
R

PALMS



L

Name of Child:		Date of Birth:	
Date and time of observation:			
Description of injury in brief:			



Name of Employee:		Job title:	
Signature:		Date:	...../...../.....