

Local Procedure Title	Child Protection and Safeguarding Children
Site	Sketchley School, Forest House and Progression House
ECS Policy number and title	ES53 : Safeguarding Children Policy OP06/OP08: Safeguarding Children and Young people
Local Procedure template reference	3
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Local Procedure Author(s)	SJ Astbury / S Peck
Local Procedure Ratification	Checked and Approved by:

Philosophy

This policy relates to all students who attend Sketchley School, Forest House and Progression House:

- The welfare of the students at school is paramount.
- The school will always work in a proactive manner to protect and safeguard students' welfare.

This should be seen not only as a policy statement in its own right, but within the context of other policy statements. This document should be read in conjunction with:

- ES53 Safeguarding Children Policy
- OP06 Safeguarding Children
- OP08 Safeguarding Adults
- Positive Behaviour Support Policy
- Complaints Procedures
- Anti- Bullying Policy

Introduction

- It is essential that students within the care of the school are protected from abuse and harm.
- Students' welfare is paramount in all of the school's work and this will be reflected in the way in which we safeguard the students' wellbeing.
- In all areas of the school's work, staff are aware of the possibility of abuse occurring.
- Staff are proactive in ensuring that abuse does not occur.
- The school's responsibility is to keep students safe at all times.

Members of staff have a statutory responsibility to protect the rights of students in the care of Sketchley School, Forest House and Progression House. In all issues of student protection the responsibility of each and every member of staff is exclusively towards the student and not the school.

Failure by any member of staff to report actual or reasonably suspected physical, sexual or emotional abuse of a student is a disciplinary offence.

Principles

Safeguarding Children Means:

- Not exposing students to unnecessary risks and protecting students from abuse.

An abused student is one who has suffered from, or is believed to be at significant risk of:

Physical abuse

Neglect

Emotional abuse

Sexual abuse

In the 1989 *Children's Act* abuse is defined as a child or young person suffering or likely to suffer 'significant harm' where 'harm' means ill treatment or the impairment of health or development. Inherent in situations of abuse is the misuse of power and the exploitation of innocence or vulnerability.

This procedure is written with referral to Priory Operational Policies and with reference to local LSBC procedures for Leicestershire and Rutland. Web address <http://www.lrlscb.org/index.htm>. This procedure takes into account and should be read in conjunction with the DFE document 'Keeping Children Safe in Education' of March 2015 updated September 2016. Ref: DFE-00140-2016

Categories of Abuse

Definitions taken from 'Keeping Children Safe in Education' (Department for Education, 2015).

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg: via the internet). They may be abused by an adult or adults or another child or children.

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 may include:

- (a) Discrepancy between injury and explanation, conflicting explanations, or no explanation for an injury, or Injuries of different ages
- (b) Delay in seeking treatment
- (c) Bruising (including bruising which could be deliberately applied or multiple bruising)
- (d) Bites, burns, ligature marks, scalds, fractures, head injuries or poisoning that are inconsistent with an accident
- (e) Constant diarrhoea or voracious appetite
- (f) Listlessness or fixed watchfulness
- (g) Alopecia.

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 may include:

- (a) Failure to thrive (could include appearance and development not consistent with age)
- (b) Deliberate self harm
- (c) Psychosomatic illness
- (d) Wetting and soiling
- (e) Withdrawn, aggressive, or bizarre behaviour
- (f) Attention seeking behaviour or inappropriate seeking of affection
- (g) Running away
- (h) Under achievement
- (i) Difficulty in formulating friendships.

N.B Children from all cultures are subject to abuse and neglect, so practitioners need to make sensitive and informed judgements about a child's needs, and parents' capacity to respond to their child's needs. It is important that professionals are sensitive to differing family lifestyles and to child-rearing patterns that may vary across different racial, ethnic and cultural groups. At the same time they must be clear that child abuse cannot be condoned for cultural or religious reasons.

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 may include:

- (a) Sexually transmitted infections or soreness or injury in genital/anal area
- (b) Recurrent urinary tract infections
- (c) Vaginal discharge/bleeding or pregnancy
- (d) Changes in behaviour – e.g. wetting/soiling
- (e) Sleep disturbance
- (f) Inappropriate sexual language/knowledge
- (g) Excessive masturbation or promiscuous affection seeking
- (h) Running away
- (i) Drug/alcohol abuse or eating disorders
- (j) Psychosomatic illness

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.

Child Sexual exploitation: Is a form of sexual abuse. It is coercion or manipulation of children or young people into taking part in sexual activities. Disclosure of such abuse is rare but vulnerability and risk factors of CSE are well established and should staff have any concerns regarding CSE in relation to young people in school the procedure for a concern should be followed.

N.B. Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops. Sexual exploitation of children and young people should not be regarded as criminal behaviour on the part of the child or young person.

Female Genital Mutilation: Staff need to be alert to the possibility of a girl being at risk of FMG, or having already suffered FGM. There are a range of indicators that a child or young person may be at risk of FGM. Refer to ES53 and follow standard safeguarding protocols.

The child's family in this case must not be informed of the referral to children's services.

Forced marriage: Where there are concerns that a young person may be at risk of forced marriage safeguarding protocol must be followed.

The child's family in this case must not be informed of the referral to children's services.

Radicalisation: Staff at Sketchley School and Forest House recognise that there is a threat of terrorism and understands that many terrorists are radicalised in the course of their day to day contact with others. We work with a particularly vulnerable cohort for a range of reasons that may be prone to exploitation and adopting an extremist agenda. The UK governments Prevent strategy (2011) is a key aspect of safeguarding. Please reference policy OP08.1: Responding to Suspected Radicalisation.

As part of our local commitment to this, we aim to ensure that:

- Staff are vigilant to all signs of abuse and exploitation
- Staff are aware of the effects of radicalisation and terrorism, and can raise concerns
- Information sharing between agencies is proactive and effective
- Interventions where necessary have a positive impact on the child and young person's life

Recognising Abuse

Every child is unique and it is difficult to predict how their behaviours will change as a result of their experience of abuse. There are some behaviours that are commonly seen in children who are abused, but remember they may only give an indication and are not confirmation.

- Unexplained or suspicious injuries such as bruising, bites or burns particularly if situated on parts of the body not normally prone to such injuries.
- The child says that he/she is being abused, or another person says they believe or know that abuse is occurring.
- The child has an injury for which the explanation seems inconsistent or which has not been adequately treated.
- Change in the student's specific behaviour or reaction, the child becomes withdrawn or aggressive when this is not the typical pattern of behaviours.
- The child appears to not trust particular adults, a parent, coach with whom she had a close relationship or would be expected to have a relationship.
- Refusal to remove clothing for normal activities where this is not typical.
- An inability to maintain friendship where this is not typical.
- Inappropriate sexual awareness or behaviour for the child's age.

While the situation may not seem, initially, to be particularly serious, prompt action is essential even if the concerns are only suspicions.

Anyone who is worried that a student may be at risk should discuss his or her concern with the Designated Safeguarding Officer (DSL) so that it can be dealt with in the appropriate manner. The following is not a comprehensive or definitive list, but a guide to the more common non-accidental injuries.

Bruises

- Symmetrical black eyes are rarely accidental.
- Bruising in or around the mouth especially in small students.
- Grasp marks on arms or the chest of a small student.
- Finger marks.
- Symmetrical bruising (especially on the ears).
- Linear bruising (particularly on the buttocks or back).
- Outline bruising (e.g. belt marks or hand prints).
- Different age bruising (especially in the same area). This bruising may differ in colour.

The following are uncommon sites for accidental bruising:

- Back, back of legs, buttocks.
- Mouth, cheeks, behind the ears.
- Stomach, chest.
- Under the arm.
- Genital, rectal area (except if they are learning to ride a bicycle).
- Neck.

Procedures and Practice

Creating an Environment of Protection:

1. School Management

- The schools have six named Designated Safeguarding Officers. These are Sarah-Jane Astbury, Daniel Morrison, Stephen Canessa, John Smith, Sarah Peck and Marie Breed.
- Each member of staff will have initial Safeguarding Training with the Safeguarding Officer and completes a module on Foundations for Growth (e-learning module) by the end of their probationary period of employment (i.e. six months from recruitment).
- There is once yearly on-site training for all staff from the DSL.
- Parents, social workers and other involved professionals are encouraged to visit the school and, where appropriate, spend time with the students.
- Unauthorised persons are not permitted onto the Sketchley School and Forest House site.
- Male members of staff are not involved in the personal care of female students (although the school does not assume that it is only males that perpetrate sexual abuse).

2. Recruitment and Selection

All prospective staff will be subject to the following checks:

- Enhanced DBS check. The results of this are accurately recorded on the Single Central register.
- Two satisfactory references will be required prior to commencement of employment. Dates that these are received are recorded on the Single Central register.
- All staff are subject to a six-month probationary period during which time a three and six month review take place.
- All staff DBS checks will be updated every three years.
- Cover staff and Volunteers will be subject to the same procedures as permanent staff and are included on the single Central Register.

3. Induction Procedure

As part of the staff induction program all staff will be made aware of the key provisions of the Children Act 1989, Children Act 2002, which concern our work, and of the procedures for reporting concerns for a student's safety. All staff who work with children will undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities for Safeguarding. Every new member of staff will attend a Safeguarding Induction training session within the first three weeks of their employment.

This training session will include:

- Discussing forms of abuse
- Discussion around key aspects of Keeping Children safe in education March 2015
- Dealing with disclosures – appropriate actions and follow up
- Disclosures of abuse – recording and actions to take
- Reporting procedures for observed Safeguarding issues
- Visual/Media awareness/CEOP

All staff are subject to a thorough induction procedure. Safeguarding procedures and Behaviour Management Training form part of this. All staff will complete the mandatory FFG modules on the Priory intranet, which include Safeguarding Level 1 and will have face to face training annually.

Post induction line management and supervision meetings take place allowing follow up any training needs and yearly safeguarding training is delivered on site by the DSL.

4. Visitors

Visitors to school such as those attending meetings, visiting for PSHE, assemblies etc. will not be unaccompanied at any time on the premises. These people will sign in and wear school visitors' badges and will be at all times in the presence of a member of school staff.

5. Complaints Procedure

The complaints procedure outlines how staff, parents and other involved adults can make complaints or talk about things in school, which concern them.

The complaints procedure is fully accessible to be found in the Policy Document files.

The complaints procedure includes staff, students, parents, carers, local authority representative and other professionals working with young people in school.

6. Communication

It is important that a professional relationship should be kept between staff and students' families at all times.

Any communication between staff and parents/guardians should be recorded and kept on file and passed to the appropriate senior member of staff.

Communication outside of working hours should not take place unless in extenuating circumstances and in the interests of a young persons safety, see staff handbook for reference.

7. Sketchley School and Forest House referral protocol

Referrals must be made by the DSL if any of the following are reported:

- All non self-inflicted bites.
- Any unexplained bruising.
- All unusual behaviours, which are 'out of character' for that student.

Procedure for making a referral

- Fill in a Cause for Concern form or Safeguarding Children Incident form
- If a form is not quickly available, write on paper and pass to the DSL as detailed below.
- Place in a sealed envelope and hand to the DSL as soon as possible after the event with the child's name and CP marked on the front. Do not leave on a desk or anywhere unattended but hand directly to the DSL.
- The DSL MUST make a referral to the local children's services team for that child in the case of a Leicestershire child for example this is The Leicestershire Children's Services Team on 0116 030 50005 AS SOON AS they have received the relevant information or see advise from the MASH team on informationhub@leics.gov.uk
- Referral must be done within 24 hours.
- The DSL will gather as much information as possible to make the call, including the student's date of birth, doctor's name and surgery address, home address, parent or guardian's name, LEA/Social Services contact names and numbers.
- Advice will be taken from the Children services Team and followed by the DSL.
- Parents will be informed, unless they are implicated in the referral on advice from the Children's Services Team.
- All relevant paperwork will be collated by the schools DSL and copied to the School Principal (unless they are implicated), who will then send this to the local children's services team for that child, if advised to do so. Otherwise all information will be kept in the child protection file, which should be locked up at all times.

THE REFERRAL MUST BE MADE WITHIN 24 HOURS. The referral must be registered in the Child Protection/Safeguarding File.

It is the responsibility of the DSL, to ensure the referral is made in the appropriate time scale. They must inform the Deputy Head and the School Principal of all referrals.

If a disclosure is made to you, you should:

1. Listen carefully and note what is being said.
2. Tell the student making the disclosure what you are going to do next. Tell him/her about the people with whom you will be sharing the information.
Do not ask leading questions (for example 'was it a staff member, who did this?').

Please note: Individuals within the local authority and the police have experience of Safeguarding investigations. These people have the requisite skills with which to conduct investigations without contaminating the evidence, e.g. not 'leading' the witness. Therefore, staff are made aware of a suspicion or allegation of abuse are instructed not to investigate the allegation and to restrict questioning to that which is necessary to seek clarification only. Staff members should never give guarantees of confidentiality to students or adults wishing to tell them about something serious.

1. Any questions should only serve the purpose of clarification of what a child has said.
2. If a student has been abused on several occasions, they must only disclose the first occasion and any further investigation must be carried out by the social services or the police CPU team.
3. Ask the person what she/he would like to happen. Ask him/her if they need any help (in an extreme situation you may have to evaluate how to protect a student from further abuse at that point in time).
4. Share the information immediately with the schools' DSL or if a DSL has been named in the disclosure then seek another senior member of staff, preferably the Principal unless implicated.
5. Record in full all of the information on a Safeguarding Children Incident Form (see Appendix 1), seal it in an envelope and pass it to one of the DSL's by hand.

It is the responsibility of the DSL to ensure a referral is made in the appropriate timescale.

If you have suspicion of abuse or you have evidence that a student has been abused

1. Write down your concerns on the Safeguarding Children Incident Form and pass to a DSL and keep a personal record of any conversation with the Safeguarding Officer.
2. Seal the Safeguarding Children incident form in an envelope and pass it to the DSL.
3. Check the next day and three days after that to see what appropriate action has been taken.
4. It is the duty of the DSL to inform the Principal (unless they are implicated in the abuse).

If you have suspicion or evidence that an unauthorised person has picked a student up from school, or has contacted a student, or has been observed trying to contact a student.

1. Write down your concerns on the Safeguarding Children incident form and pass to a DSL
2. If the officer is not available then share your concerns with a senior member of staff on duty.
3. It is the duty of the DSL to inform the police of their concerns.
4. It is the duty of the DSL to inform the Principal
5. Check the next day and three days after that the appropriate action has been taken.

Allegation against Staff

1. If a student makes an allegation about abuse by a teacher, member of school staff, taxi driver or escort write down the student's statement in the same way as a disclosure.
2. Pass to the **Principal**. This must only be passed to the School Principal not to any other DSL.
3. The Principal will discuss with the Leicestershire Allegations Officer- Mark Goddard
4. The Principal will see other witnesses and ask for written statements, if so directed by the Allegations Officer.
5. The Principal will collate the statements.
6. A decision on further action will be taken with the Leicestershire Allegation officer.
7. The LADO (Local Authority Designated Officer) will direct how the investigation will follow from this point.
8. If the allegation is concerning the Principal contact the Regional Manager, Operations Manager, or Central HR.

Allegations against a teacher who is no longer teaching or historical allegations of abuse should be referred to the police.

Confidential Reporting (Whistle Blowing)

Employees are usually the first to know when someone inside or connected with an organisation is doing something illegal or improper.

Employees may feel apprehensive about voicing their concerns, because speaking up appears disloyal to their colleagues or the organisation itself. Will their concerns be taken seriously, or will they be bullied, disciplined or dismissed?

If you, as an employee find yourself in this situation and do not feel comfortable about making the report directly to management, you can report instead using the Confidential Whistleblowing Service, operated by First Assist Services Limited on a Freephone number.

You should note that the service is entirely independent of the Employee Assistance Programme mentioned above, which has a separate scheme number and will continue to operate in a wholly confidential manner.

You will not be required to identify yourself, but you will be asked certain information sufficient to enable Priory Group to investigate the report.

You are not expected to have absolute proof of any misconduct or malpractice that you report. However, malicious, wilful, reckless and/or groundless accusations are unacceptable and could result in disciplinary action being taken.

To use the service all you need to do is ring 0800 197 3166 and quote reference number 71191 at any time of the day or night.

This scheme has been fully funded by Priory Group.

Confidential Whistleblowing
Call: 0800 197 3166
Quote: 71191

Allegation against Students

1. If a student makes an allegation about abuse by another student, write down the student's statement in the same way as a disclosure.
2. Pass to the DSL (Designated Safeguarding Lead).
3. The DSL will see other witnesses and ask for written statements.
4. The DSL will collate the statements.
5. The DSL will discuss with the Leicestershire Children's Services Team.
6. A decision on further action will be taken with the Leicestershire team.
7. The Children's Services Team will direct how the investigation will follow from this point.

What will the Safeguarding Children Officer do?

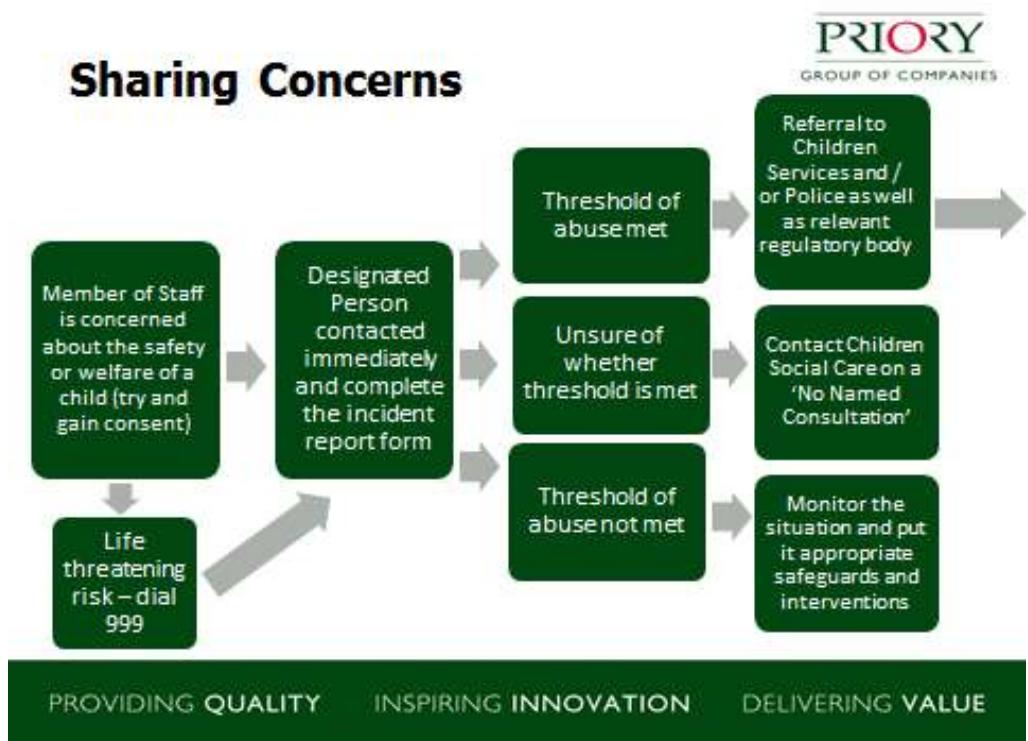
1. Once the DSL has the information, it will then be shared with the School Principal (unless they are implemented) and with The Leicestershire Children's Services Team. The ensuing discussion will enable both officers to decide on the way in which the information is to be handled, how it is to be recorded and what action is to be taken.
2. The Principal/DSL will record the issue in the Safeguarding Register located on the school site. All paperwork related to the issue will be passed to the Principal (unless they are implemented) and stored in a confidential file on the school site.
3. A multi-disciplinary strategy meeting will take place at an agreed venue, to decide on a course of action. This normally occurs within 24 hours. The meeting will be chaired by the area social services child protection manager and will have representatives from the Police Student Protection Unit, Ofsted, a member of staff from Sketchley (either Principal or Safeguarding Officer), medical personnel (invited by the chair).
4. The strategy meeting agenda will cover the following:
 - a) Safety and welfare of the student and any other students at risk.
 - b) Who is to provide support for the student, and who is to act as an advocate if necessary?
 - c) The medical, police and social work elements of the student protection investigation.
 - d) Who is to notify those with parental responsibility, the presenting local education authority and the home social services department.
 - e) The immediate action to be taken with regard to the member of staff or person subject to the allegations or concerns.
 - f) Who is to keep the member of staff informed with regard to the process of the investigation and who is to provide the additional support that the member of staff would need.

The Safeguarding Children Manager is regarded as head of operations from this point on and all information and reports are directed to them.

The Safeguarding Children Manager at the completion of the investigation convenes the resolution meeting. The meeting has the following brief:

- a) Make a judgement as to whether the behaviour was abusive, if so, on to case conference.
- b) To present information in respect of any disciplinary matters.
- c) To address 'placement safety issues'.
- d) To recommend future alternative physical intervention strategies in respect to the student or young person.
- e) To identify staff support needs.
- f) To set up meeting between Social Services and the School to resolve and discuss issues, if necessary.

Referral Flowchart



A 'child friendly' version of this chart can be seen in appendix 3.

Information Sharing

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child.** This information is taken from taken 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers' (Department for Education, 2015)

Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

Evaluation

The CEO of Priory Education Services, which includes all of its schools and colleges, has ultimate responsibility for Sketchley School, Forest House and Progression House.

The school also has a Regional Operations Manager and an Operations Director to whom the School Principal reports as part of our Governance model. Safeguarding concerns are reported at Governance meetings.

Evaluation of this policy will be based on monitoring of:

- Students' views, as gathered in a variety of ways
- Family views, as gathered through the Parent/Carer Support Group and its Parent Partners
- Professional judgement
- Leicestershire and Leicester City LSCB guidance
- MASH team guidance
- Ofsted guidance
- Department for Education guidance
- Feedback on reports to the office of the CEO of Priory Education Services through the Compliance Team and through monthly monitoring
- Outcomes of monitoring will be used to make recommendations about any improvements required to the policy and procedure. This will take place as and when required.

Additional action may be taken by the police in respect to further criminal investigation by them.

The Schools will have all of its policies and procedures scrutinised closely at the time of each and every student protection investigation. Remedies and advice will be offered.

Appendix 1

Keeping You Safe

If you want to tell us about anything that you are worried about either in school, at home or in the community you can use this form.

Give it to Sarah Peck, Sarah-Jane Astbury, Marie Breed, Stephen Canessa, Daniel Morrison or John Smith

If you do not want to talk about it you can put it on their desk

What you would like to say

Name

Date.....

**SKETCHLEY SCHOOL AND FOREST HOUSE
SAFEGUARDING CHILDREN INCIDENT FORM-STAFF**

Designated senior person for Child Protection (DSP): Sarah-Jane Astbury (Principal), Daniel Morrison (Behaviour Manager), Sarah Peck (Deputy Head), Stephen Canessa (Deputy Head), Marie Breed (Autism Team Leader), John Smith (Senior Teacher)

1. If you have concerns about a child please use this form to write them in detail. These concerns may take the form of injuries noticeable, self harm, statements which cause concern or a disclosure from a child or young person.
2. If there is an allegation about a member of staff it must go to the Principal only.
3. It must be sealed in an envelope and passed it to the Safeguarding Children Officer.
4. You can then check the next day and 3 days after to see what action has been taken.

Childs Name:			
Childs DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and Time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			

Education And Children's Services

Name.....	Date.....
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FOR DSP USE ONLY

ACTION TAKEN:

REPORTED BACK

Next Day:

3 Days:

OUTCOME:

Signature: _____ (DSL)

Date: _____

**SKETCHLEY SCHOOL, FOREST HOUSE AND PROGRESSION HOUSE
'CHILD FRIENDLY' REFERRAL FLOWCHART**