

Clewer Green CE Aided First School

Hatch Lane, Windsor. SL4 3RL Tel: 01753 864544 Email: office@clewergreen.org.uk

Headteacher: Mr M Tinsley



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

SAFEGUARDING – PEER ON PEER ABUSE POLICY

THIS POLICY **MUST** BE READ IN CONJUNCTION WITH OUR CHILD PROTECTION POLICY
and our SAFEGUARDING – **CHILD PROTECTION COVID-19 ADDENDUM**

Aim

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need, and by example and direct teaching, promote a Christian ethos within the school whilst recognising that not all of its members will be practising Christians.

Introduction

Keeping Children Safe in Education, 2021 states that 'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'(page 14).

While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have compiled this separate policy. It has been written using guidelines from 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' (Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads.) May 2018.

At Clewer Green CE Aided First School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Clewer Green CE Aided First School the following policies should be read in conjunction with this policy:

- Safeguarding - Anti-Bullying Policy
- Safeguarding - Child Protection Policy
- Safeguarding - Positive Relationships and Behaviour Policy
- Safeguarding - E-Safety Policy
- Safeguarding – Children Missing in Education
- Safeguarding – Safer Recruitment
- Staff Behaviour Policy (Code of Conduct)
- Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies).

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of a child, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services*'. (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2019 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2021). It is important to consider the forms abuse may take and the subsequent actions required.

TYPES OF ABUSE

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical Abuse (e.g. biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person, such as strangulation. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse (e.g. inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Sexual harmful behaviour also includes:

- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

(For further information about sexual violence, harassment and upskirting see Annex A of KCSIE 2019)

Bullying (i.e. emotional, physical, racist, sexual, verbal and cyber)

(Please read in conjunction with our Anti-Bullying Policy)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

(Please read in conjunction with our E-Safety Policy)

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of children under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Clewer Green C of E First School is part of Windsor Learning Partnership, a company limited by guarantee that is registered in England (Company Number: 9409109), with a registered office c/o Windsor Girls' School, Imperial Road, Windsor, SL4 3RT.

Sexting is when someone sends or receives a sexually explicit text, image or video. The definition of 'sexting' refers specifically to sharing nude and semi-nude images and/or videos. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

ACTION EXPECTED FROM ALL STAFF

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to children and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

In order that action is taken swiftly and correctly the roles and responsibilities of all staff at Clewer Green are set out below:

Roles and responsibilities within Clewer Green CE First School

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day. Use Child Protection Incident/Welfare Concern form (Appendix I)
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the Designated Safeguarding Lead (DSL) and Deputy DSL are and know how to contact them.

Senior management team responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together 2015)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing Board such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), RBWM LSCB (Local Safeguarding Children’s Board).

Governing Board responsibilities

- The school has effective safeguarding policies and procedures including a Child Protection policy and a staff Code of Conduct
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the headteacher.
- A member of the senior staff team is designated as Designated Safeguarding Lead (DSL) and have this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for allegations against the headteacher

DSL responsibilities

In this school the DSL is Martin Tinsley (Headteacher)

The deputy DSL are Karon Branch (Deputy Headteacher) and Sam Collinson Jones (SLT)

In addition to the role of staff and senior management team the DSL will

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- Assist the governing Board in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this every other year. By attending appropriate training and demonstrating evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the RBWM LSCB (Local Safeguarding Children's Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse

1. Gather the Facts

Speak to all the children involved separately, gain a statement of facts from them and use consistent language and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the children to tell you what happened. Only interrupt the children from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). All facts are to be written down using the 'Child Protection Incident/Welfare Concern Form' Appendix I and the 'Board Map' (Appendix II), if necessary. All forms are to be dated and signed.

2. Informing parents

Parents will be contacted at the earliest possible opportunity following a physical incident. If there is a serious injury then the Emergency Services will be contacted, and parents will then be immediately informed. Further meetings will take place with both sets of parents once all the facts have been gathered.

If the incident is an on-going form of abuse and a pattern highlighted, then our Bullying Policy procedures will be followed. The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should share the information with the parents.

3. Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a child to be able to harm another?

4. Decide on your next course of action

If from the information that is gathered the DSL (Designated Safeguarding Lead) believes any child to be at risk of significant harm they must make a safeguarding referral to social care immediately. If this is the case, once social

care has been contacted and have made a decision on what will happen next then the DSL will be informed on the next steps.

If social care intend to pursue this further they may ask to interview the children in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case the DSL may challenge that decision, with that individual or their line manager. If on discussion however, the DSL agrees with the decision, the DSL may then be asked to inform parents.

POINTS TO CONSIDER:

What is the age of the children involved?

How old are the children involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration of their bodies at this stage. This, however should not be overlooked if other issues arise (see following).

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?

What is each of the children's own understanding of what occurred?

Do the children know/understand what they are doing? E.g. do they have knowledge of Board parts, of privacy and that it is inappropriate to touch? Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If the DSL is concerned or unsure as to whether or not there is any risk involved, they should seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated against an individual on more than one occasion? In the same way it must be considered has the behaviour persisted against an individual after the issue has already been discussed, thought to have been dealt with, and appropriately resolved?

Clewer Green CE First School child protection procedures

Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, then they must:

1. Report it to the DSL immediately
2. Make an initial record of the information and complete the **Child Protection Incident/Welfare Concern form** (Appendix I) and the **Board Map** (Appendix II) if necessary.
3. The DSL or headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or headteacher are not immediately available (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer significant harm they must contact -children's social care via the Single Point Access (SPA) who will then decide which actions need to be taken next, or the Out of Hours Team on 01344 786543, or if we consider the child to be in immediate danger we will phone the police on 999 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary they can phone the SPA to discuss concerns

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process
5. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral must be made using the Interagency Referral Form which will provide children's social care with the supplementary information required about the child and family's circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must also notify children's social care of the occurrence and what action has been taken
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

NEXT STEPS

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

What support they require depends on the individual child. It may be that the parents wish to seek counselling. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. It is necessary that the child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE that certain issues can be discussed and debated more frequently.

If the child is particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support e.g. ELSA.

For the child who has displayed harmful behaviour

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as ELSA, Family Link Worker may also be necessary. Particular support from identified services may be necessary through the SPA (Single Point of Access) and the child may require additional support.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the children they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour

it may be a requirement for the child to engage in one to one work with a particular service or agency. If there is any form of investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour. Advice will be sought from the EWO on the appropriate length of any temporary exclusion.

After care

It is important that following the incident the child involved continues to feel supported and receive help. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the child does not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the child and family following the incident(s) are imperative.

PREVENTATIVE STRATEGIES FOR SCHOOLS AND SETTINGS

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse occurring rather than purely managing the issues in a reactive way.

Firstly, and most importantly for schools is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our children to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that our school has an open environment where children feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/RE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through.

To enable such an open and honest environment it is necessary to ensure the whole school feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that our staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a child seeking no further help or advice.

It is important that signposting resources (e.g. posters or cue cards in the classrooms) are available to children in the event that they do not feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes will be brought in to talk to children about specific issues in support of the prevention of peer on peer abuse as required.

Finally, children at Clewer Green know they have a role in the changing of their circumstances. Having a School Council and pupil voice and encouraging children to support changes and develop class and whole school 'rules of acceptable behaviour' helps to create a positive ethos where all children understand the boundaries of behaviour before it becomes abusive.

Revised: September 2021

Review date: September 2022

_____ Date _____

Sarah Langley, Chair of Governors

| | | | |
|---|--|-------------------------|--|
| Child's name | | | |
| Child's date of birth | | Year group | |
| Staff member reporting incident - name and position | | | |
| Date of incident | | Time of incident | |
| Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Attach a Board map or other information, if appropriate. | | | |
| | | | |
| Reporting staff member's signature | | Date | |
| <u>PLEASE PASS THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD</u> | | | |
| The Safeguarding Lead The Safeguarding Lead should record the response to the incident or concern and outcomes. | | | |
| Response to the incident/concern Note actions taken, including names of anyone to whom your information was passed. | | | |
| | | | |
| Outcomes Record outcomes of the actions taken. | | | |
| | | | |
| Safeguarding Lead's name | | | |

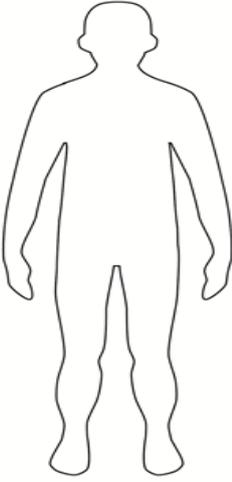
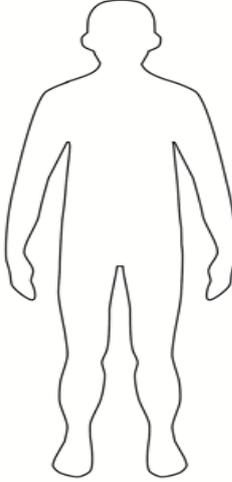
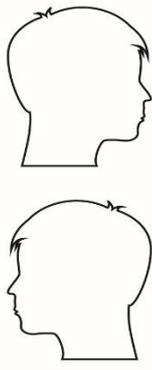
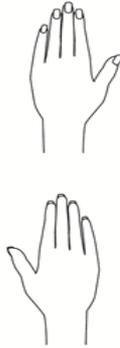
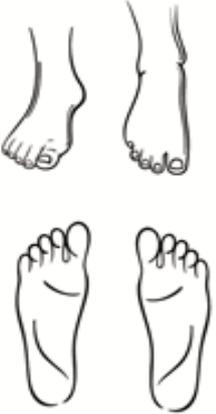
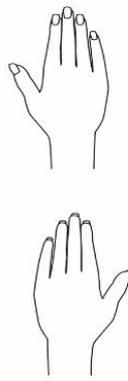
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| Safeguarding signature | Lead's | | Date | |
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CHILD PROTECTION INCIDENT/WELFARE CONCERN FORM

(Appendix I)

BOARD MAP

(Appendix II)

| | | | |
|---|----------------------|---|----------------------|
| Name of Child: | | Class: | |
| Board Front | Injury Detail | Board Rear | Injury Detail |
|  | |  | |
| Head | Injury Detail | Left Hand | Injury Detail |
|  | |  | |
| Feet | Injury Detail | Right Hand | Injury Detail |
|  | |  | |
| Recorded by: | | Date Recorded: | |
| Disclosure Made? | YES / NO | DSL Informed? | YES / NO |

| | | | |
|--------------------------------|--|-------------------------------------|--|
| Link to Disclosure Form dated: | | Link to Welfare Concern Form dated: | |
|--------------------------------|--|-------------------------------------|--|