

Kirton Primary School Child Protection Procedures



2023/24

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Introduction

These procedures should be read alongside the school's Safeguarding Policy.

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term "child" or "children" refers to anyone under the age of 18 years.

Section 1 – Child Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above). We need to know that if the person(s) with parental responsibility is unable to collect their child, there is someone known to us who can collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. We need more than one emergency contact, so we have additional options to make contact with a responsible adult when there is a welfare and/or safeguarding concern
- any relevant court order in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes
- if the child is a Child in care or a child previously in care
- name and contact details of the child's GP
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data

protection and safeguarding requirements. Schools need to make sure this information is accurate. We encourage parents to keep us informed of any changes to the basic contact information that we hold at any time but in addition to this our school will check information for all children at least on an annual basis.

Transfer of files

A child protection file is kept separate to a main child record. When a child leaves the school, the child protection file is transferred within 5 days for an in-year transfer or within 5 days after the start of a new term. It is transferred separately in a sealed envelope clearly labelled.

A record of transfer is kept and signed by the DSL and the signed and dated receipt of transfer is retained by our school.

This is the information that is added to a record of transfer which we keep until your child reaches their 25th birthday:

- name & DOB of child
- name & address of receiving school
- date file(s) transferred with name and role of person who received it
- date our school received confirmation of receipt of files from receiving school
- summary of safeguarding concerns at the time of transfer e.g., Child Protection Plan: Neglect.

In addition to the child protection file, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving. This will allow the new school to have support in place for when a child arrives.

The full child record is transferred to the next school unless there are any records with a short retention period. It is important that full information is transferred to ensure a vital piece of information is not missing that could contribute at a later stage.

We do not keep any copies of records except where there is an on-going legal action. Once records are transferred, they are the custody and responsibility of the new school.

A child's last school is responsible for retaining the main child record until they reach the age of 25 years. These files are stored securely. Any record relating to child protection concerns is placed on the main child file, in a sealed envelope and then retained for the same period of time as the child file (DOB + 25 years).

We refer to the guidance below for further support:

- [IRMS Information Management Toolkit](#)
- [IRMS Information Management Academies Toolkit](#)
- [DfE Data Protection Toolkit for Schools](#)
- [LCC Data Protection Advice Service for Schools](#)

Section 2 - Roles and Responsibilities

The Role of our Governing Body is so important in robust safeguarding practice. Our Governors will ensure that:

Everyone in the setting understands their role in safeguarding children. It is accountable for the strategic overview and to make sure that safeguarding runs through every policy and procedure that operates within the school. The Governing Body will ensure that the safeguarding measures reflect the specific needs of the children in our school and consider any additional risks related to this.

They will do this by ensuring that:

- there is a named Safeguarding Governor who is appropriately trained
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. The governing body will work with the Executive Headteacher to ensure that sufficient time and resources are available to the DSL to carry out their role.
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL.
- the school has an effective Child Protection and Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures.
- the policy is available publicly via the school website or other means and that the policy is reviewed and updated on an annual basis or sooner if there are national or local changes to procedures or guidance.
- our school staff knows who are required to read all or parts of the Department for Education statutory guidance [Keeping Children Safe in Education 2023](#) and that this is recorded for evidence and reviewed regularly.
- the school has a staff behaviour policy/code of conduct and that this is provided to all staff and volunteers on induction. This policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media.
- the school operates [safer recruitment procedures](#) and makes sure that all appropriate checks are carried out on staff and volunteers who work with

children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.

- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- the school has procedures for dealing with low level concerns in relation to staff behaviour and that there is a culture of openness in reporting and dealing with these concerns and a process of escalation if any allegation reaches or contributes to a risk of harm to children.
- online safety policy and procedures are in place and training and support is provided for staff and children to ensure that there is a good understanding of child protection issues related to electronic media. Parental engagement is also considered as part of this.
- the school has appropriate electronic filtering and monitoring systems in place which are reviewed regularly to ensure effectiveness. This is to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.
- staff, including the Executive Head teacher, undertake appropriate safeguarding training and that there is a training plan that reflects the national, local, and school requirements.
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements and reflect on incidents, or near misses, to consider lessons learnt.
- The chair is nominated to be responsible for liaising with the LA LADO team and /or partner agencies in the event of allegations of abuse being made against the Executive Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and that they are reviewed annually. There should be arrangements in place to liaise with the school about safeguarding matters where appropriate and inspections should take place if required. Any transfer of control or lease or hire arrangements will include safeguarding arrangements. Failure to comply with these arrangements will

result in termination of the agreement. (see section below on using school premises)

- the school appoints an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children in care.

Our Heads of School will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the DSL, DDSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for safeguarding supervision for the DSL and the DDSL's.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- the DSL is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children in care Reviews.
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- low level concerns in relation to staff behaviour are dealt with through disciplinary policy and a culture of openness and transparency is developed
- individuals are referred to the Disclosure and Barring Service or/and the Secretary of State via the Teaching Regulation Agency where a person is dismissed or has left due to a safeguarding concern or serious misconduct.

Our Designated Safeguarding Lead (DSL) and Deputies as stated in KCSIE (2023) Annex C will ensure:

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

A DSL or DDSL will always be available during school hours for staff in the school to discuss any safeguarding concerns. Arrangements will be made for appropriate cover for any out of hours/out of term activities.

Their role will include ensuring that the school, and staff, know who their vulnerable or potentially vulnerable children are, understand their additional needs, academic progress and attainment and maintain a culture of high aspirations for this cohort by supporting teaching staff to identify the challenges that children in this group might face and the additional support and adjustments, both pastoral and academic that could be made to best support them.

As part of their role, they will:

Manage referrals by:

- referring cases of suspected abuse to the local authority children's social care (Customer Service Centre)
- supporting staff who make referrals to Customer Service Centre
- seeking advice from Prevent Team regarding radicalisation concerns and refer cases to the Channel programme when necessary
- supporting teachers to report any cases of Female Genital Mutilation (FGM) as outlined in the duty
- supporting the Executive Head Teacher/Head of School to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- referring cases to the Police where a crime may have been committed

Work with others by:

- liaising with the Executive Head Teacher/Head of School to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaising with the “case manager” (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- acting as a source of support, advice, and expertise for staff.
- liaising with mental health team or lead where safeguarding concerns are linked to mental health
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff
- act as a point of contact with safeguarding partners
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Supporting the child and partnership with parents

Our school recognises that the child’s welfare is paramount, and that good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents.

Whilst we may, on a rare occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will also provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff need to

know personal information and what they need to know for the purpose of supporting and protecting the child.

Undertake training

The DSL (and any DDSL's) will undergo training to provide them with the knowledge and skills required to carry out the role. In Lincolnshire we have a combined LSCP and education six-year Safeguarding Training Plan which is followed by the DSL and any DDSL's. The DSL will undertake training around their specific role at least every two years. New DSL's or DDSL's will need to be familiar with the content of the [Lincolnshire Safeguarding Children Partnership policy and procedures manual](#) and to keep up to date with bi-annual updates.

The DSL and/or Deputies will attend the LCC DSL Safeguarding Updates, LCC support forums or drop-ins and appropriate LSCP inter-agency training to ensure that they are sufficiently trained and informed to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- ensure each member of staff, especially new and part-time staff, has access to and understands the school's child protection policy and procedures
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to understand the unique risks associated with online safety and keep up to date with knowledge to keep children safe whilst they are online at school.
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and know what is needed in responding to this in promoting educational outcomes

- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations, and practitioners
- be able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- maintain access to resources and receive information about additional relevant course

Raise Awareness by:

- ensuring the school's child protection and safeguarding policies and procedures are known, understood, and used appropriately
- ensuring the school's child protection and safeguarding policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly
- working with the Governing body in particular, the Safeguarding Governor.
- ensuring that the latest version of the child protection and safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- linking with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read the appropriate parts of [Keeping Children Safe in Education 2023](#) in accordance with the Governors direction and sign to say that they have read and understood them
- identify concerns and inform the DSL as early as possible to prevent concerns

from escalating and identify children who may need extra help or who are suffering or are likely to suffer significant harm

- ensure there is a culture of listening to children and always considering their thoughts and wishes
- recognising the difficulties that some children have in approaching and sharing concerns with adults, putting in place measures to build relationships
- attend annual whole school safeguarding training and other appropriate training identified, covering a range of safeguarding topics, agreed by the school.
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to make decisions about individual children
- inform the Head of School of any safeguarding concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Executive Head teacher at the earliest opportunity
- inform the Head of School of any behaviour of staff that is deemed as low-level concerns (see section on Allegations against staff)
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

Section 3 – Child Protection Procedures

Definitions of abuse and neglect

(Working Together' 2018 and 'Keeping Children Safe in Education' 2023)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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.

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 from 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 Protection Procedures

All staff follow the school's Child Protection Procedures which are consistent with:

- [‘Working Together to Safeguard Children 2018’](#),
- [Keeping Children Safe in Education 2023](#); and
- [the Lincolnshire Safeguarding Children Partnership Policy and Procedures Manual](#).

Teachers and other adults in the school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. Appendix 1 outlines the definitions of abuse. The relationships between staff, children, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will have an awareness of specific safeguarding issues, as referred to in Safeguarding Policy. Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding are some of these areas.

All staff will also be aware that safeguarding concerns can manifest themselves via child-on-child abuse. This is most likely to include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are clear as to the school's procedures with regards to child-on-child abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all

concerns regarding the welfare of children will be recorded and discussed with the DSL (or the deputy DSL in their absence) prior to any discussion with parents. The DSL or DDSL should seek advice from the Children's Services Customer Service centre if they are unsure of what action to take. Telephone- 01522 782111.

Concerns that staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the expected knocks or scrapes received in play. (We will refer to the [LSCP policy on Bruising in babies and children who are not independently mobile](#) for additional guidance).
- any explanation given to the above which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

Responding to disclosure

Staff will not investigate nor ask any leading questions but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are considered when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g., using TED technique – 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror, or surprise
- try not to express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's words on to the school's safeguarding recording system and ensure that the DSL is made aware.
- record any visible signs, injuries, or bruises on a Body Map (see appendix 3)
- record the context and content of their involvement, distinguishing between fact, opinion, and hearsay

Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the child/family
- consulting with appropriate persons e.g., [Duty and Advice Team](#)
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a [child protection referral](#) to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g., Early Help Assessment - EHA)

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Lincolnshire's Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

Action following a child protection referral

The DSL (or deputy DSL in their absence) will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend, and contribute to any subsequent [child protection conference](#)
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan, and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings and ensure that they understand the content
- where in disagreement with a decision and concerns remain with the child firstly:
 1. talk in the first instance to the social worker/customer service centre
 2. check the referral including all the relevant information and clearly document the concerns about the child
 3. finally follow the LSCP professional resolution and escalation protocol if the concern remains
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the social worker and/or Children's Social Care Customer Service Centre.

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion, and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. Photographs of injuries will not be taken.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All records of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file. It is kept secure with appropriate level of limited access.

Appendix 1: Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Customer Service Centre or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g., red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

Safeguarding is everyone's responsibility-

Customer Service Centre for referrals and advice Tel: 01522 782111

Appendix 2: Statutory Interventions

[Meeting the needs of children and families in Lincolnshire 2018](#) is Lincolnshire's safeguarding model based on Signs of Safety.

STATUTORY INTERVENTIONS

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should **ALWAYS** report your concerns

In an emergency always dial 999

If there is no immediate danger to the child, or if you need some advice or information, you can contact the Children Services Customer Service Centre (CSC) on 01522 782111. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on 01522 782333.

Telephone calls are answered by customer services staff and they will always ask for the child's name, date of birth and address and will check if the child already has an Early Help or Social Worker involved. They will then ask a number of questions which is based on the Signs of Safety model to help to understand what your concern or worry is.

In an emergency always dial 999

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- Promotes safeguarding awareness
- Produces multi-agency policies, procedures and protocols
- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Undertakes serious case reviews and shares key messages
- The three safeguarding partners; Lincolnshire County Council, Clinical Commissioning Group and Lincolnshire Police have a shared and equal duty to work together with schools and colleges to safeguard and promote the welfare of children.

Safeguarding is everyone's responsibility

Customer Service Centre for referrals and advice

Tel: 01522 782111

Customer Service Centre

Tel: 01522 782111

[Lincolnshire Safeguarding Children Partnership website](#)

Appendix 4: Safeguarding Contacts

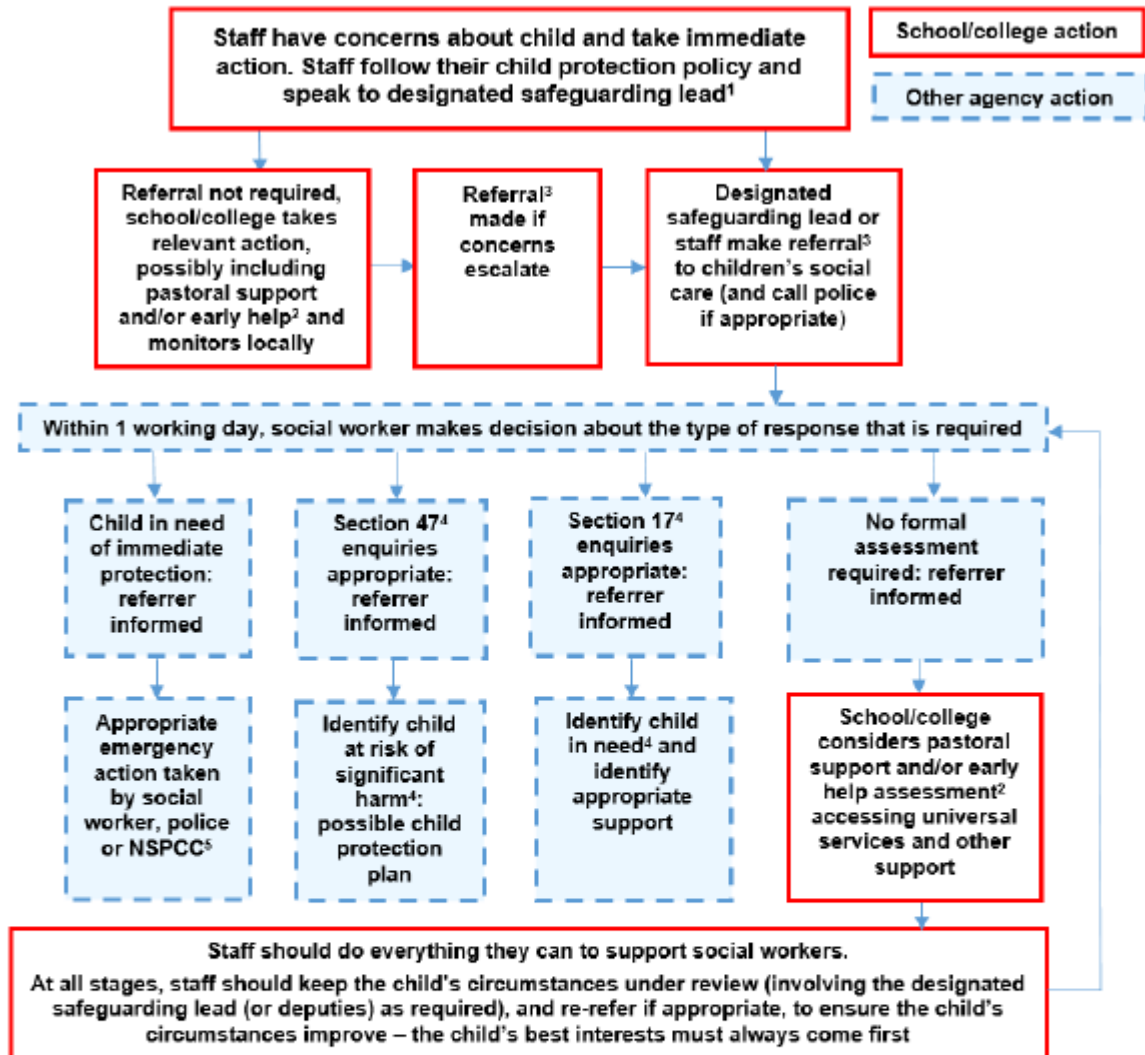
Safeguarding Contacts

Advice on any aspect of Child Protection and Safeguarding may be sought from the Safeguarding Team;

Designated Safeguarding Lead (DSL)	Mr Neall – Kirton Primary
Deputy Designated Safeguarding Lead(s)	Mrs Donley
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> Emergency Duty Team 01522 782333 (6pm-8am + weekends and Bank Holidays)
Allegations against /concerns about adult(s) working with children <small>Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors.</small>	Lincolnshire Local Authority Designated Officers (LADO) Paul Fisher, Kim Murray, Ildiko Kiss and Fiona Watters 01522 554674 LSCP_LADO@lincolnshire.gov.uk The Head/Chair must contact LADO to discuss concerns & course of action.
Police (Emergency) Police (Non-Emergency)	999 101
LCC Safeguarding in Schools <i>for advice around safeguarding policy, audits, training etc.</i>	Ruth Fox Stefanie Knox safeguardingschools@lincolnshire.gov.uk

Appendix 5: Referral Flowchart from Keeping Children Safe in Education (KCSIE)

Actions where there are concerns about a child



¹In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

²Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 6: General Concerns Form Kirton Primary School



General Concerns Form

General concern over a child:

If you are recording a discussion or concern raised by an outside agency, please record the name and job title of the person to whom you spoke, ascertain the reason for which the concern is being raised and who originally raised the concern. Never give out information if you are unsure to whom you are speaking. You can always offer to ring them back via:

Lincolnshire Social Services: 01522 782111 or

Boston Family Centre: 01522 553528

You will be redirected to the person you require.

This form is to record general concerns only. If the concern is of a serious nature, relay information **immediately** to a member of the SLT.

Mr Neall is the named Designated Safeguarding Lead at Kirton Primary School; Mrs Donley is the Deputy Designated Safeguarding Lead.

Do not delay; you may endanger a child.

Your name (print):

Signature: _____

Full name of child:

Date incident occurred/concern raised:

Nature of concern (please use both sides and another sheet of paper (numbered) if necessary)

Indicate any visible injuries on the body map overleaf.

