

# Safeguarding Children and Young People Policy for Schools

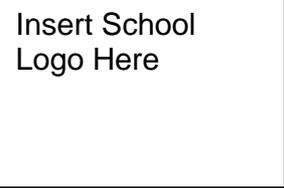
May 2012

*This publication is available in Welsh, and in other languages and formats on request.  
Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.*

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*Revised May 2012*





## Safeguarding Policy for (Name of School)

### 1. Introduction

- 1.1 Under the Safeguarding Children Agenda, our school recognises that a Safeguarding Policy requires a broader view than that of the traditional child protection policy. The *Safeguarding Children in Education* model Child Protection Policy has been incorporated into this Policy, to further ensure clarity the Caerphilly Children's Safeguarding Board Co-ordinator has been fully consulted in its construction. A number of elements that would previously not have been within a child protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people.
- 1.2 (Name of School) fully recognises the contribution it makes to Safeguarding Children and Young people.

There are three main elements to our policy:-

- Prevention through the teaching and pastoral support offered to pupils;
  - Procedures that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse, concern and or vulnerability. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
  - Support to pupils who may have been abused, a cause for concern or vulnerable.
- 1.3 This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, volunteers, contractors and governors. All adults on school site must be aware of the schools Safeguarding Policy as any adult as well as teachers can be the first point of disclosure for a child.
- 1.4 Within this school the Head Teacher retains overall responsibility for Safeguarding. The Named Senior Officer for Safeguarding in the Directorate for Education, Leisure and Life Long Learning is Jackie Garland, Service Manager Social Inclusion (01443 866651) , with operational responsibility delegated to Helen West, Education Safeguarding Manager (01443 866643).

### 2. Prevention

- 2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:-

- Establish and maintain an ethos where children feel secure and 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 or in difficulty;
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, and to know to whom to turn for help;

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- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

### 3. Procedures

3.1 We will follow the All Wales Child Protection Procedures and all local protocols in relation to Safeguarding that have been endorsed by the Caerphilly Safeguarding Children Board.

3.2 The school will:-

- Ensure it has a designated senior member of staff for Child protection, who has undertaken the appropriate training, plus identify clear arrangements for a substitute in the designated person's absence. This substitute will also be a senior member of staff and can be introduced as the Shadow CP Designate. These arrangements will be replicated for Looked After Children, the roles are definably different but may be undertaken by the same person.
- Recognise the roles of the CP Designated persons and arrange support and training for both the Designates and the Shadow Designates. **Schools may wish to mention the additional training undertaken by their designated person;**
- Ensure every member of staff and every governor knows:-
  - i. The name of the designated person and their role; and the shadow arrangements in place.
  - ii. That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales laid down in the All Wales Child Protection Procedures;
  - iii. How to take forward those concerns with the Shadow CP Designate when the designated person is unavailable.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse, the definition of abuse and neglect is attached to this policy (**Appendix 1**);
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;
- Provide training for all staff so that they know:-
  - i. Their personal responsibility;
  - ii. The agreed local procedures;
  - iii. The need to be vigilant in identifying cases of abuse; and
  - iv. How to support a child who discloses abuse.
- Notify the local Childrens Services team if:-
  - i. A pupil with current involvement with Social Services is excluded either for a fixed term or permanently; and

- ii. A pupil with current involvement with Social Services has an unexplained absence.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups, and the submission of written reports to such meetings;
- Keep written records of concerns about children in line with the Significant Event Record as provided and recommended by the Caerphilly Education Safeguarding Team (**Appendix 2**), even where there is no need to refer the matter to social services immediately;
- Ensure all records are kept secure and in locked locations, and that children's files are kept individually in line with the Pupil Information Record system as supplied and recommended by the Caerphilly Education Safeguarding Team (**Appendix 3**); Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the CP Designate or the Head teacher.
- When a pupil on the Child Protection Register, or a pupil known to Social Services leaves, we will transfer all Safeguarding information to the new school immediately and inform Social Services of the pupil's transfer. The CP Designate Teacher will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is transferred in a secure appropriate manner. The Transfer of records will comply with requirements of the Caerphilly LA Retention and Transfer of Safeguarding Records Guidance.
- Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools;
- Ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "Child Protection: Preventing Unsuitable People from working with Children in the Education Sector".
- Designate a specific governor for Child Protection who will oversee the school's Safeguarding policy and practice.
- Provide all daily staff with information regarding the school Child Protection procedures including:-
  - i. The name and location of the Child Protection Designate Teacher
  - ii. The name and location of the Deputy Child Protection Designate
  - iii. The expectations of the school in regard to the reporting of pupil disclosures of Child Protection concerns

#### **4. Supporting Vulnerable Pupils and those at Risk**

- 4.1 We recognise that children who are at risk, suffer abuse, neglect or witness violence may be deeply affected by this.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school recognises that any pupil who is currently or previously Looked After by the Local Authority, is still extremely vulnerable and may require additional support and monitoring;

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#### 4.4 The school will endeavour to support the pupil through:-

- The content of the curriculum to encourage self esteem and self motivation (see section 2 on Prevention);
- The school ethos which:-
  - i. Promotes a positive, supportive and secure environment; and
  - ii. Gives pupils a sense of being valued (see section 2 on Prevention);
- The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- Keeping records and notifying Children's Services as soon as there is a recurrence of a concern;

### 5. **Bullying**

5.1 Our policy on bullying is set out in (a separate document/the school's behaviour policy) and is reviewed annually by the governing body.

### 6. **Physical Intervention**

6.1 Our policy on physical intervention is set out in the Local Authority Policy on The Use of Physical Intervention and is adopted and reviewed annually by the governing body. The Policy references the WG guidance Consultation Document 071/2009. Our school will ensure that all school staff who physically intervene with any pupil have had appropriate levels of training and advice.

6.2 The techniques adopted by Caerphilly Local Authority School settings are those endorsed by the HEART system of restraint. Any allegation of inappropriate physical intervention with a child must be reported in line with local guidance issued in October 2011 regarding Allegations against Professionals. This Policy also follows guidance as listed in the All Wales Child Protection Procedures – 4.3 Allegations of the abuse of children by professionals/staff members.

6.3 The school will ensure that every physical restraint is recorded appropriately and sent to the Local Authority mailbox [restraint@caerphilly.gov.uk](mailto:restraint@caerphilly.gov.uk). This will ensure an audit overview can be maintained centrally. Records of physical interventions are kept on pupil files and can be made available to parents on request.

### 7. **Children with Statements of Special Educational Needs**

7.1 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

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## **8. Safe use of the Internet and Digital Technology**

- 8.1 The school recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, pupil safety will remain the priority of the school. All staff are required to sign the Local Authority Safe use of the Internet Policy and be aware of the safety mechanisms and requirements built into all computers within school.
- 8.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by pupils under appropriate supervision. If any such item that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature.
- 8.3 Pupils are not permitted to directly access items that do not belong to the school.
- 8.4 Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the CP Designate.
- 8.5 Any attempt by a pupil to contact staff via such internet sites will immediately be reported to the Headteacher or CP Designate in order that appropriate advice can be given to pupils and parents regarding professional boundaries and pupil safety.
- 8.6 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head or CP Designate should be informed immediately. In consultation with Corporate IT Department personnel the school can then follow the guidance as outlined in the Education and Leisure Incident Processing Flowchart.

## **9. Permission for the creation of digital or media images**

- 9.1 Every parent must be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local news paper, school leaflets or posters or DVD's for sale to parents and others.
- 9.2 School will issue a further request for permission if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.
- 9.3 School will inform parents that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the parent of every child involved in that activity. School will never condone the posting of children's images on the internet or social networking sites. The school cannot control the use of such images taken by parents after school events, and therefore could not assure other parents of the appropriateness of that use.

## **10. Contact with Pupils**

- 10.1 All staff, volunteers and Governors will maintain an awareness of the position they hold with the School and the perceived power of their position. All contact with pupils outside the school environment must be managed appropriately and be clearly communicated within school and to the parents/carers of the pupil. If there is a requirement to contact a pupil via telephone, parents will be informed prior to contact being made with the pupil.
- 10.2 All school staff will ensure that their personal telephone numbers and contact details are not known to or used by pupils. Should a pupil gain access to any such details the member of staff will inform the CP Designate or the Headteacher as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and pupils that is not for school purposes, the CP Designate or Headteacher is to be informed immediately, this may result in the instigation of procedures in relation to Allegations against a Professional.

## **11. Allegations against staff**

- 11.1 The CP Designate and the Head teacher will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional. The following documents offer legislation and guidance for this matter:
- Education Act 2002
  - WAG guidance circular 45/2004 'Staff Disciplinary Procedures in Schools'
  - Safeguarding Children: Working Together Under the Children Act 2004
  - All Wales Child Protection Procedures 2008 – Section 4.3
  - Safeguarding Children in Education 2008 (replacement to 52/95)
- 11.2 Any allegation against a professional will be referred outside of the school for objective advice and compliance with procedure. In the first instance the Head will seek advice from Children's Services, if required a multi agency referral form will be completed and submitted to Children's Services without delay. Any professional subject to an allegation of a child protection nature will require an immediate risk assessment.
- 11.3 All staff must ensure that any allegation regarding an adult who is working with children, this will include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children ie those who transport children to and from school, school crossing patrol etc is reported immediately to the CP designate or the Headteacher. If an allegation is made about the Headteacher, the Chair of Governors should be informed.
- 11.4 Governing bodies are responsible for dealing with staff disciplinary matters in all maintained schools. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs or has day-to-day responsibility for (except certain ancillary staff). Welsh Assembly Government guidance circular 45/2004 "*Staff Disciplinary Procedures in Schools*" sets out specific advice to be followed where a child protection allegation is made against a member of staff.

11.5 The procedures should be compliant with the *All Wales Child Protection Procedures*. All staff and professionals should be made aware of these procedures. Local guidance issued in October 2011 reiterated that any queries or concerns for the conduct of a professional must be referred to Children's Services.

## **12. Safer recruitment**

12.1 All members of staff, volunteers and governors will be required to hold an up to date CRB disclosure certificate. The school will maintain a record of all staff CRB disclosure dates and ensure that renewals are timely.

12.2 A written log of all daily staff will be kept, clearly listing where a CRB disclosure is available or a risk assessment is formulated in lieu of an available CRB Disclosure.

12.3 The Headteacher retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current CRB disclosures are unavailable.

## **13. School Site Security**

13.1 Our school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and safety of school premises. The School's Health and Safety Policy is available to review on request from the Head teacher.

13.2 All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a CRB disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Contractors Log sheets (**Appendix 4**), which clearly list the control measures employed by the school to safeguard pupils.

## **14. The Caerphilly Safeguarding Children Board (CSCB)**

14.1 The Caerphilly Safeguarding Children Board provides ongoing training, advice and guidance on all matters of Safeguarding children. Our school welcomes partnership working that promotes the health and welfare of our pupils and considers the CSCB information to be of enormous value to our school and staff development.

14.2 The CSCB has issued specific guidance on vital subject areas such as child sexual exploitation. This guidance is designed to assist practitioners in preventing child sexual exploitation (CSE), protecting children and young people who are at risk of abuse or are abused through sexual exploitation, and disrupting and prosecuting those who perpetrate this form of abuse.

14.3 Our school are fully committed to the protection and development of all our pupils and view the CSCB information as a vital tool with which to forward this agenda. All staff are aware that full information on the CSE protocol and other themes are available on the CSCB Website [www.caerphilly.gov.uk/cscb](http://www.caerphilly.gov.uk/cscb).

## **15 Equal Opportunities**

15.1 This school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non belief, use of Welsh language, BSL or other languages, nationality, responsibility for  
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any dependants or any other reason which cannot be shown to be justified.

This Policy will be reviewed annually and updated in the light of any changes in legislation

## List of Appendices

Appendix 1	Extract from All Wales Child Protection Procedures - Definitions of Child Abuse and Neglect
Appendix 2	Significant Event Record
Appendix 3	Safeguarding Pupil Information Record
Appendix 4	Daily Contractor Log

## Extract from All Wales Child Protection Procedures

### 1.1 Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails 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 a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

#### 1.1.1 Physical abuse

Physical abuse 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 caregiver fabricates or induces illness in a child whom they are looking after.

Induced or Fabricated Illness may involve exaggerating real illness and symptoms, fabrication of symptoms for example sleep apnea, seizures, asthma attacks and allergy. Other possible signs include;

- Falsifying signs, tests and records, for example addition of blood or sugar to urine, false temperature records;
- Inducing physical illness, for example poisoning, suffocation, starvation or inappropriate diet;
- Sudden unexpected death of infant or child;
- False allegations of abuse;
- Encouraging or requiring the child to appear disabled, including learning disability and/or obtaining unnecessary specialist treatments or equipment for the child.

#### 1.1.2 Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

#### 1.1.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### 1.1.4 Neglect

Neglect is 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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or

danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

### 1.1.5 Identifying significant harm

The Children Act 1989 introduced **the concept of significant harm** as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under *the Children Act 1989* section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a longstanding compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

At the time of referral it might not be clear whether a child is in need or is suffering significant harm. The initial assessment should ensure that sufficient information is obtained by social services to make a judgment about the nature of the need and/or harm and what action is required. This requires the sharing of information between agencies, structured assessment and analysis, including taking into account the child's own view about his/her circumstances according to his/her age and understanding. **A good assessment is an essential basis for deciding what are the concerns for the child; what needs to change; and which services and interventions are needed to achieve the planned changes.**

To understand and establish significant harm, it is necessary to consider:

- The family context;
- The child's development within the context of their family and wider social and cultural environment;
- Any special needs, such as medical condition, communication difficulty or disability that may affect the child's development and care within the family;
- The nature of harm, in terms of ill treatment or the failure to provide adequate care;
- The impact on the child's health and development; and
- The adequacy of parental care.

Insert School  
Logo Here

**Strictly Confidential- Significant Event Record**  
Records must be per **INDIVIDUAL CHILD** and secured with Childs Safeguarding File

**Name of Child:**

**D.O.B :**

**School Setting:**

Date & Time	Significant Event Record - factual observations (to include child's comments <u>verbatim</u> , clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, others adults present, how was the incident/event concluded, comments made to the child)	Parent/Carer Comments	Staff Member recording incident/event

**Strictly Confidential- Significant Event Record**  
**Records must be per INDIVIDUAL CHILD and secured with Childs Safeguarding File**

Significant Event Record – factual Observations to include child’s comments verbatim

- Childs Comments – What did they actually say, quote their words, do not put asterix instead of swear/difficult words. If you cannot remember exact words do not use speech marks and state you are being approximate.
- Situation and task being undertaken – Where was the incident, what was the child supposed to be doing, was this a usual task/situation for the child to be in, was this something the child would not have experienced before. Were clear instructions given to the child about the expected task/situation.
- Others present – How many other children were present, were any involved, what was their contribution to the incident.
- Environmental factors – Was there anything about the child’s physical surroundings that effected their behaviour?
- Other adults present – Do you need to cross reference your account of the incident with anyone else’s?
- Event/incident conclusion – How did the matter end, what was the child’s behaviour like at the end of and after the incident
- Adults comments to the child – What words were actually spoken to the child at the end of the incident/event

Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to ‘tick every box’. Recording must be;

- Timely – within the same working day, if child protection as soon as practically possible.
- Factual – Do not record your opinion, imagine you are a video camera watching the incident, and write a narrative that is descriptive but not overly complicated.

### Safeguarding Pupil Information record

<b>Name</b>		<b>DOB</b>		<b>UPN Number</b>	
<b>Address</b>					

<b>Primary PR Holder:</b> (Parent or Social Services)	
<b>Parents Name:</b>	
<b>Parents Address:</b>	
<b>Parents contact number:</b>	
<b>Carers name (if not residing with Parents)</b>	
<b>Carers Address:</b>	
<b>Carers contact number:</b>	

Child Protection (CP)		Looked After Children (LAC)	
<b>Date of CP Registration</b>		<b>Date became LAC</b>	
<b>Child Protection Register Category</b>		<b>Legal Status (if LAC)</b>	
<b>Date ceased CP Registration</b>		<b>Date ceased to be LAC</b>	
<b>Social Worker</b>		<b>Contact Number</b>	
<b>Social Services Team Manager</b>		<b>Social Services Area Team</b>	

**Additional Notes / Emergency Information:**

(e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements)

## Suggested Safeguarding File Composition

The following guidance from Education Safeguarding is regarding the storage of information in School on vulnerable children and those involved with Social Services. Each child should have an individual file and all information should be in date order **with the most recent first**, in the following sections:

### Safeguarding School File

1. Safeguarding Pupil Information record
2. Chronology of school concerns
3. Correspondence
4. Social Services Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings
5. School reports for Social Services Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups
6. Attendance Data – Registration sheets, EWO involvement
7. Academic Assessment Information – Key Stage Assessments, end of year testing
8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, HEART/Restraint
9. School Report
10. Any other information – copies of referrals to other agencies

When a child leaves your school this confidential information must be securely transferred to the new school and signed for by the new Head Teacher or Designate Teacher. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.

Insert School  
Logo Here

### Daily Contractor Log

\*CP info given to contractors should include name and location of CP designate teacher, and immediate actions required in reporting concerns.

Date	Time In	Time Out	Name	Company	Reason for Visit	CP info given * (please tick)	Risk Assessment of Contractor (must be completed)		
							Valid CRB	Disclosure number	
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
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