

# **Rothbury First School**

## **Safeguarding and Child Protection Record Keeping Guidelines**

# Contents

1. Introduction
2. Establishing a Process for Record Keeping
3. Guidance for Staff
4. When and How to start a Child Protection/ Welfare Concern Record
5. What Records should be included in Child's Safeguarding File?
6. Chronology of Events
7. Sharing Information
8. Storage of Records
9. Data Protection
10. Transfer of records
11. Retention of records
12. Appendices
  - Safeguarding Record Front Sheet
  - Chronology
  - Child Protection / Welfare Concern form
  - Continuation Sheet
  - Safeguarding and Recording – FAQ
  - Contact Addresses

These guidelines have been specifically designed for use in schools, with the aim of ensuring that there are robust processes in place, which are shared and understood by staff, for the purpose of recording concerns and issues that may impact on children / young people's care and welfare.

This document and all forms mentioned are available on the school staff TeamDrive.

## **1. Introduction**

- 1.1 This Guidance has been produced from the guidance created by Buckinghamshire Local Authority to support schools and all other educational establishments in Buckinghamshire, in managing how information is recorded and retained where there are issues of concern regarding the care and welfare of children and young people. This system of record keeping should be managed by all Designated Safeguarding Leads for Child Protection (DSLs) to enable them to establish, maintain, and demonstrate that their school has a record keeping system that supports effective safeguarding practice. This Guidance has been written both to assist schools meet the Ofsted inspection framework in Safeguarding but also to meet recommendations from recent Serious Case Reviews undertaken in Buckinghamshire and nationally.
- 1.2 Safeguarding children and promoting their welfare is a whole school task. Ensuring all staff know when and how to record concerns about a child's welfare, however small or apparently insignificant is an essential part of the DSL's role. Good record keeping will assist DSLs in meeting their key responsibility to respond appropriately to welfare concerns about children and is an important part of a school's accountability to children and their families. Records should be factual, accurate, relevant, up to date, owned and auditable. They are essential in support monitoring, risk-assessment and planning for children, enabling informed and timely decisions to be made about appropriate actions to be taken. This supports children and their families to get the right help at the right time

***“No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”***  
( KCSiE 2016)

***“Well-kept records provide an essential underpinning to good professional practice”***  
(Lord Lamming 2010)

## 2. Establishing a Comprehensive Process for Record Keeping

- 2.1 Best practice would support the need for a consistent form of recording child protection / welfare concerns. A record must be completed by any member of staff, irrespective of their role in school / educational establishment. Safeguarding is everyone's responsibility. To implement this guidance it is essential that this document is easily accessible to all staff and depending on the size and type of establishment should be available in a range of settings e.g. the staff room, school office, Head teachers / DSL's / Pastoral care staff offices. The process for recording concerns should be included in any induction process with new members of staff.
- 2.2 Staff should be aware that details of their concerns may be shared with others; e.g. when making a referral to Social Care or compiling a report for a Child Protection Case Conference. In exceptional circumstances, recordings may also be submitted as evidence in court proceedings or at a serious case review. All recording should therefore use clear precise language, and distinguishing fact from allegation, observation or opinion. Support from the DSL or Head Teacher maybe needed to enable staff to reflect on the information they have in advance of making a record of the concern
- 2.3 It is vital that DSL's keep staff informed of how they intend to respond to reported / recorded concerns. Staff need to feel empowered to seek clarification if they feel that concerns have not been escalated appropriately. (See **Leat Report** – Serious Case Review, Somerset). Feedback on concerns raised should be an expectation; staff should not be passive in acquiring this and should seek feedback if this is not forthcoming
- 2.4 Schools often have other professionals who visit to deliver additional support to pupils. These external agencies will have their own systems for recording safeguarding information. It is important however that your standardised system of recording is used by any and all staff on the school site. This may require information to be transferred by the external staff member onto the templates provided in the appendix attached to this guidance. Whilst this may feel like duplication it is essential that any account of concern is recorded in this standardised manner.

## 3. Guidance for staff

All staff have a role to play in helping to identify concerns and responding to possible signs and indicators of abuse or neglect. Safeguarding children is a whole school task. It is “*everyone's responsibility*” (Working Together

2018 & Keeping Children Safe in Education 2018). For some children a “one off” incident or concern may occur and there will be no doubt that the incident must be immediately reported and recorded. More often than not however it is the accumulation of a number of incidents, events or observations that provide the evidence of harm; this is particularly true in cases of neglect. It is essential therefore that any concern you have for a child’s welfare, however small is recorded and passed to the DSL. **All concerns** must be recorded on the Child Protection/Welfare Concern Form (Appendix ii).

If staff are in any doubt, they should consult the DSL, who may in turn speak directly with a member of the OneCall team (Tel 01670 536400).

- 3.1 If staff have any doubts as to whether an incident or information constitutes a concern or is noteworthy, they should consult with the DSL. Safeguarding information is shared on a need to know basis it maybe that the DSL has additional information regarding the child and the information brought to them heightens concerns.
- 3.2 The processes detailed in this document should replace all informal note keeping by staff for all ‘child protection or welfare concerns, safeguarding issues, watching briefs’ etc, this is to ensure proper communication, collation of information, storage and transfer of records.
- 3.3 **What is a “Child Protection / Welfare Concern”?**

Staff need to maintain an attitude of “**it could happen here**” where safeguarding is concerned ( KCSIE 2018). Staff need to be alert and be professionally curious, questioning behaviours and checking this out with the DSL as necessary to enable information shared to be evaluated

Concerns may arise through:

- The child’s behaviour
- A physical injury
- A disclosure or allegation being made by a child
- A child’s physical presentation
- Information from or observation of, behaviour by a parent
- Information from 3<sup>rd</sup> party e.g. sibling, friend, Taxi Driver, parent with whom the child does not live, a member of the extended family etc.
- Information shared by another professional e.g. incidence of domestic violence in the household. Discussion at M-SERAC/ MARAC (multi agency risk management meetings)
- A child’s irregular or non-school attendance

- Behavioural or attitudinal changes which might indicate a child is at risk of radicalisation

### 3.4 **A Child Protection / Welfare Concern Form (appendix 2)**

*“What do I record using this form”?*

- Essential information needs to be recorded; **Who** is making the report, **What** the concern is, **When** the report is made including the time, **Where** the event took place, **Why** the member of staff is concerned and **how** the information came to light.
- The recording should be factual and written using straightforward language.
- If recording a disclosure, use as many of the child’s own words, phrases and expressions as possible, along with any questions you may have asked. (open questions using **TED- Tell, Explain & Describe**) Try to capture on paper the voice of the child and the account given as accurately as possible
- Physical marks and injuries can be recorded on a body map where appropriate. **Do not examine the child**. Only record what you can see. Photographs should **not** be taken
- Detail any action taken
- Finally; there has to be “ownership” of the information, the details of the person reporting the information and those of the child, need to be clearly recorded and legible

### 3.5 **Actions to be taken by the DSL in response to the reported incident / welfare concern.**

When a Child Protection / Welfare Concern form is passed to the DSL it is important that these are checked to determine that they are sufficiently detailed and they have been dated and signed by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record, the DSL should ensure these are attached and where appropriate are also dated and signed.

### 3.6 This is the section in which the DSL records their initial response or any action taken following the form being passed to them. The level of detail recorded, will clearly depend on the nature and seriousness of the concern highlighted, these may include:

- Recommendation for the class teacher to monitoring specific aspects of the child’s presentation, behaviour, attendance etc
- Discussions and telephone calls (with colleagues, ESAS, parents, children / young people and other agencies or services)
- Professional consultations, including professionals meeting for the purpose of sharing information

- Letters sent and received
  - A referral to Children's Social Care / First Response, or other agencies
- 3.7 **'Response/Outcome section'** – this is where the DSL's records follow up outcomes, responses or action taken e.g.
- Additional support
  - Targeted support via the Early Help panel
  - Referral forms (both for external and education-based services)
  - Strategy meeting under child protection procedures
  - Any appointment for Child, e.g. CYPS, etc
  - Contact from Children Social Care/ First Response in response to referral made
  - If there is no discernible change in the child's welfare following referral for support, the DSL needs to evidence they have "pressed" for reconsideration

3.8 **Continuation Sheet appendixes 3**

To be used when additional information needs to be recorded - please highlight / delete appropriate section titles, **IMPORTANT** the person who completes this must sign and date the continuation sheet.

4. **When and how to start a Child Protection / Welfare Concern file for a child.**

- 4.1 Once a Child Protection / Welfare Concern form has been passed to the DSL and they have made a record of any action taken, these documents need to be stored in a separate safeguarding filing system. **This should be done regardless of whether formal child protection procedures have been initiated.** This system should be separate from the child's Education Record. For some children this single record will be the only concern held for them over their time in school. For others, further information will be accumulated, often from a variety of sources over time.
- 4.2 An effective method for storing single or infrequent records of concerns is to file these in an alphabetically divided ring binder.
- 4.3 Each school needs to determine whether these records are kept electronically or in hard copy. Whichever system is agreed, this needs to be applied consistently, thus avoiding information becoming lost between formats. Any storage system needs to be kept under review to enable files to be retrieved at a later date.

4.4 A Child Protection file must be started when:

- There is an increase in the level or frequency of concerns for the child and consequently an increase in the number of recordings of concerns and actions taken
- The child has been referred to Children's Services Social Care/ First Response Team
- School have been made aware of the involvement of Social Care with the child / family and are participating in multi agency working, i.e. Initial /Core Assessment/ Section 47 Investigation etc.

4.5 If the child is part of a sibling group, a separate file should be created for each child in the family and cross referenced to the files of other child/ren. Common records e.g. child protection conference notes should be duplicated for each file where appropriate. In the event that the children are at separate schools close communication is required between the DSLs, this should also be recorded on the file.

4.6 When an individual file is started it is helpful to use the front sheet in this document (Appendix 1) alternatively a copy of the SIMS pupil details front sheet could be used if available. The front sheet will need to be updated with any change of circumstances. It is also recommended that the pupil's general school record is marked in some way to indicate the presence of this separate confidential file. A coloured sticker is one means of doing this. *(At Rothbury First School, we use a blue sheet of paper with the date of the start of any referral, and the date of closure.)*

4.7 The DSL should undertake a regular review of all issues/ concerns raised, to determine possible patterns, acceleration of concerns etc. This is essential to enable information to be reflected upon and for this to be made sense of in the context of the age and vulnerability of the child concerned. ( See findings of Daniel Pelka SCR 2015)

**5. What records should be included in a Child's School file of Protection / Welfare Concerns?**

- File Front Sheet (appendix 1)
- Chronology (appendix 4)
- Child Protection / Welfare Concern forms (appendix 2) and any continuation sheets (appendix 3) of actions taken



- Any notes initially recorded in the form of notebooks or diaries
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people)
- Professional consultations
- Letters sent and received
- Referral forms (both for external and education-based services).
- Minutes/notes of meetings (copies for each child as appropriate)
- Any reports relating to Safeguarding
- Formal plans linked to the child (e.g. Child Protection Plan, Child In Need Plans, CAF's etc)

5.1 In cases where information is held in this variety of formats it may be helpful to organise your files on a 'modular' basis for ease of reference i.e. sections titled

- Chronology
- School records
- Letters
- Multi agency records
- Health

## 6. **Chronology of events for a individual child** (Appendix 4)

6.1 A chronology must list specific and significant incidents, events and actions taken in relation to the child and where appropriate their family. This should take the form of a **brief note only**, stating the event or cross-referencing to the relevant record within the file. The DSL should also note the outcomes of any actions or interventions made with the child and/family

6.2 The importance of understanding concerns for a child in the context of his/her known history cannot be underestimated. Chronologies are central to this process and it is strongly recommended that these are added to as incidents or events occur. In addition to aiding assessment, a chronology provides an "at a glance", record of incidences of concerns and school actions. When attached to a Early Help Hub Referral Form, this can also provide evidence for the reason for the referral, setting out a timeline and any patterns of acceleration of change. If support has been offered or links with other agencies have been made, these should also be listed with outcomes noted. Again this will support other services to understand what has been offered to date It will also enable the school to evidence to Ofsted what actions have been taken, and what responses the school had to any referrals

- 6.3 The chronology must be stored at the front of a child's safeguarding file alongside the front sheet where it can be quickly accessed and viewed. It should be kept up to date. The model chronology (appendix 4) is one currently used by some agencies and is simple in form. You may wish to add to this for your use. Make a note on the chronology when files are reviewed and any offers of support /referrals made as a result

## 7. Storage of records

- 7.1 School Child Protection/ Welfare Concerns files, **must be kept separate from all other records** relating to that pupil in school
- 7.2 Child protection records should be stored in a locked cabinet with access only to those with direct child protection responsibility for pupils. In the event that this information is kept electronically consideration must be given to on line security, passwords and the Data Protection Act (2018) If files are stored electronically any system must be secure with limited access given
- 7.3 School must nominate a senior person to be responsible for holding the key to the storage of files in the absence of the DSL from school.
- 7.4 It is essential to ensure that the school's Senior Management Team know the arrangements for access to records in the absence of the DSL. This should form part of the school's general child protection policy in respect of how welfare concerns for children will be managed if the DSL is not available.

## 8. Sharing information

- 8.1 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. The DfE document **Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers** supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

- 8.2 All information held by the school must be shared with Children's Services Social Care, police and health professionals, where there is a concern that a child is at risk of significant harm. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empowers all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the multi-agency information sharing protocols on the Northumberland Safeguarding Children's website or contact the Schools Safeguarding and Wellbeing Team (01670 622720) for guidance.
- 8.3 On occasions where safeguarding concerns exist for a child in the context of a family situation and siblings attend other schools, it may be appropriate for the DSL to consult on a confidential basis with the DSL from another school to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Schools Safeguarding and Wellbeing Team (01670 622720).
- 8.4 From Oct 2016 there was a **mandatory requirement** for teaching staff to report directly to the police any disclosures of female genital mutilation which may have been carried out. This information should be included in any child protection file created as a result of a disclosure record

## **9. Data protection and disclosure of information**

- 9.1 All school staff have a duty of care to protect personal information under the provisions of the Data Protection Act 1998, and the definition of "data" extends to informal notes and messages.
- 9.2 In the spirit of transparency, it is good practice to address concerns arising for a child's care / welfare with the parents at the earliest opportunity, unless in doing so this is likely to increase the level of risk to the child or cause evidence to be lost. In the event of concerns of possible fabricated or induced illness, special measures have been agreed whereby information is not shared with the parent (see NSCB website – NSCB Procedures, for more information)
- 9.3 Pupils have a right to access information held about them including their CP records. If they do not have the maturity to access this they can nominate a parent to access the information on their behalf. It is best practice to make reports available to the child's parents unless to do so would place the child at risk of significant harm. If an application is made to see the whole record, advice should be sought from the child's social worker, if they have one, or your data controller. All third party information should be removed, or consent sought from the author, for its disclosure.

Whilst there is a right to access the information this does not mean the record itself need necessarily be shared.

- 9.4 Cases of alleged abuse that result in court proceedings may require the school to disclose their records, either through the police, Children Services Social Care, or Legal Services
- 9.5 In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations it is strongly recommended that the advice of legal services is sought, for maintained schools this can be obtained through county, those in the independent sector will need to commission these services.
- 9.6 Information from records may also be shared at Child Protection Case Conferences, and for serious case reviews.
- 9.7 Records (suitably anonymised) may also be requested for use in disciplinary proceedings.
- 9.8 Special measures re data for children “Looked After” needs to be in place. Ensuring all records are stored appropriately and that any data protection checks indicate whether the child is living at home or with carers. This should highlight with whom the home address/ school details should be checked, to prevent any breach of confidentiality. In some instances a child’s location may not be shared with a parent as a safeguarding measure. If in doubt check with the allocated social worker and make a note of advice given together with contact details for the worker concerned.

## **10. Transfer of Child Protection / Welfare Concerns records**

- 10.1 When children transfer from your school and records of child protection exist, these should be sent to the receiving school as soon as possible. This transfer should be arranged separately from the main pupil file in line with Department of Education Guidance. These must be passed directly to the DSL or another authorised person in the receiving school. Welfare concerns should be discussed with the receiving in school to enable the appropriate support to continue in the new school. KCSiE 2018 requires schools to evidence safeguarding records have been transferred
- 10.2 If the child is subject of a Child Protection Plan at the time of transfer the DSL must speak to their counterpart in the receiving school and arrange for the records to be transferred, maintaining confidentiality.

- 10.3 Paper or electronic records containing child protection information must be transferred in the most secure method available to the school. If posting paper records, it should be by signed-for delivery and marked "Private & Confidential" for the attention of the DSL at the new school. Electronic records must only be transferred by a secure electronic transfer mechanism or after the information has been encrypted.
- 10.3 If a child subject of a Child Protection Plan leaves your school and you are unaware of the name of the child's new education placement you should contact the child's social worker to discuss how records should be transferred
- 10.4 Where records of child protection/welfare concerns have been kept, and details of the receiving establishment are not known, schools should follow the Northumberland County Council Children's Services Missing Children Procedure. Schools should also use the 'Lost Pupil Database' section of the 'School to School' secure data transfer service, which can be used to track missing children and trace previous schools.
- 10.5 If a parent decides to electively home educate their child and a CP record exists, the school should hold onto the record until such time, if/when the child returns to education and the UPIN is activated, contact then needs to be made with the DSL in the new school and copies of the records forwarded along with evidence retained of transfer.

## 11. Retention of child records

Records of **child protect concerns** should be kept, according to Northumberland Safeguarding Children's Board guidance, until the child reaches the age of 25 yrs. The only reason that establishments may wish to retain documents for longer is if there is information known at the time which suggests a later claim may be made where files may be required for evidential purposes.

In the instance of an allegation against a member of staff records should be kept until that member of staff reaches the age of retirement + 10yrs.

It is important to remember that schools only need to retain records that they have generated, all other documents should be sent to the child's next school along with **copies** of your records e.g. copies of SW reports etc do not need to be kept. CP files can therefore be culled for archiving

Reviewed by Governors: December 2018  
To Be Issued: December 2018

## **12. Appendices:**

- 1.** Safeguarding Record Front
- 2.** Child Protection / Welfare Concern Form:
- 3.** Continuation Sheet
- 4.** Chronology of Events
- 5.** Frequently Asked Questions
- 6.** Contact List
- 7.** Safeguarding Training Record Chart
- 8.** Transfer of Records

**PUPIL FILE FRONT SHEET**

<b>Pupil name:</b>		<b>Date of birth:</b>	
<b>Any other name by which child is known:</b>			
<b>Special Instructions ( please record in red) eg hazards, possible language or other barriers to communication, Orders in place etc</b>			
<b>Home address:</b>		<b>Current address (if different)</b>	
<b>Telephone no:</b>			
<b>Family members i.e. parents / carers / siblings:</b>			
<b>Name</b>	<b>Relationship</b>	<b>Address</b>	<b>School details</b>
<b>Date file started:</b>			
<b>Are records held in school relating to other connected children?</b>			
<b>Contact details of other professionals</b>			
<b>Name</b>	<b>Agency</b>	<b>Telephone No</b>	

<b>Additional Information i.e. level of contact</b>
<p><b>Legal Parental Responsibility (PR) held by;</b></p> <ul style="list-style-type: none"> <li>• Name</li> </ul> <p>Relationship to child</p> <p>Proof of ID</p> <ul style="list-style-type: none"> <li>• Name</li> </ul> <p>Relationship to child</p> <p>Proof of ID</p>
<p><b>Legal orders in place</b></p> <p><b>Type of Order (Non Molestation, Residence Order, Care Order etc)</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Copy on file    Y/N</b></p>
<p><b>Known to other multi agency forums ( e.g. MAPPA, MARAC etc)</b></p>



## Child Protection / Welfare Concern Form

<b>Pupil name</b>	<b>Date of birth</b>	<b>Year Group</b>
<b>AKA</b>		
<b>Name and position of person completing form (please print)</b>		
<b>Time and Date of incident /concern: dd.mm.yy</b>		
<b>Incident / concern (who what where when)</b>		
<b>(Please use continuation sheet                      Y/N                      No of sheets used.....)</b>		
<b>Any other relevant information (context of info shared, witnesses, immediate action taken)</b>		

**Action taken by staff member**

**Reporting Staff Signature .....** **Date.....**  
**Passed to DSL.....time/date.....**

**Action Taken by Designated Safeguarding Lead**

**Response/ outcome**

- **Watching brief**
- **Child Protection concern – file opened**

**DSL Signature..... Date**

[illegible]



(Appendix 5) Some schools have printed and laminated this FAQ and placed it above the area where welfare forms can be obtained as an aide memoire for staff

## Safeguarding and recording

### Frequently asked questions

#### Why is recording important?

All staff have a statutory duty to promote the wellbeing and safety of every children and young people in Northumberland. During the school day, pupils have contact with a number of individuals all of whom have a variety of roles. This will impact on how a child may relate or share concerns. Worries may manifest themselves in a variety of ways. Safeguarding is “everyone’s responsibility”. We all have an important role to play in helping to identify welfare concerns for children and possible indicators of abuse or neglect at an early stage. For some children, a “one off” serious incident or concern will come to your attention and you will have no doubt that you must immediately report this and record the event. Most often however it is the accumulation of a number of small incidents, events or observations – “the jigsaw” - that provide the evidence that a child is being harmed. It is vital therefore that any concern you have for a child’s welfare **however small** is recorded and passed to the Designated Safeguarding Lead.

#### What is a “Child Protection Incident / Welfare Concern”?

As a general rule anything that you consider unusual or out of the ordinary for the child constitutes a concern. Mostly these will arise in one or more of the following areas:

- The child’s behaviour changes or a particular behaviour is observed
- The child has a physical injury
- The child tells you something has happened to them
- The child’s physical presentation
- You receive information from or observe unusual behaviour in a parent

#### Why can’t I just pass on my concern verbally?

It is important that the person who has the concern gives a first hand account of this so that there is a clear and accurate record of what has been seen, heard etc. A record written by you will ensure that there is no misinterpretation of your concern or that it can be overlooked or forgotten.

## **How and what do I record?**

School's Child Protection/ Welfare Concern form can be found in the staff room and is downloadable from schools admin TeamDrive folder. There is also an aide memoire that will guide you in completing this. If you are in any doubt ask your Designated Safeguarding Lead for child protection (DSL), Nicki Mathewson, or the Deputy DSL Helen Duffield.

## **What happens to the record once I've written it?**

One of the main purposes of recording is to make sure that the school's DSL is able to respond properly to concerns for children. The DSL will decide what action is necessary in response to concerns raised. Actions they take will of course depend on how serious and urgent the concern is. These can range however from a decision to keep a close eye on the child in school to referring the child to Children's Services Social Care so that they can undertake an assessment of the child's safety. The concern form you have completed will be kept by the DSL in a confidential file.

## **Who will see this? Will parents see my record?**

Information relating to children's protection and welfare will be shared on a strict "need to know" basis and in line with Northumberland County Council information sharing protocols and Child Protection procedures which we have a duty to work within.

Neither the parent nor the pupil has an automatic right of access to child protection records and usually, the actual record will not be shared with parents. However we ask you to write this in a way that if we were asked to release school records, perhaps in a child protection conference or by a Court, the record is a fair and factual account of an incident or event. In the interests of transparency, one of the most common responses by the DSL to concerns raised by staff for children will be to share these with parents. The purpose of sharing information in this way is to work with them to understand and address the issue of concern. The details of your record therefore may be presented verbally to parents. Sometimes your concern will be one of many. If the DSL is worried that talking to parents might create a risk to any staff member's safety they will not do this but seek the advice of colleagues in the Schools Safeguarding and Wellbeing Team (01670 622720) or social care.

## **Will the record be destroyed once the issue is addressed or the child leaves school?**

No. Past concerns for children and what happened in response to these can be very important information for staff that may have concerns for the child at a later time. The DCSF guide us in the retention and transfer of safeguarding records.

The DSL is responsible for passing these on under confidential cover to the DSL in the child's new school when the child leaves us. For secondary schools, records of concern will be retained for 9 yrs after the young person leaves secondary school or in case of child protection concerns until the child reaches 25 yrs. There may be times when records need to be kept after this time particularly if there is a suggestion that records may be needed at a future date to support historical allegation to be verified. Advice will be obtained in these circumstances

**What care is needed with informal notes and communications between teachers?**

Teachers may well have their own means of recording that serves as a day-to-day working record. There may also be communications between job-share partners. When formal measures are initiated, any record becomes sensitive and should be protectively marked, and treated with the utmost confidence. School staff are advised that they must take care to ensure that no sensitive material is communicated by insecure means. This would include email, but also notes left for colleagues.

## **Contact Sheet**

### **Schools Safeguarding and Wellbeing Team**

01670 622720

The aim of this service is to provide practical support, advice and guidance to schools on all matters relating to safeguarding. In addition the team delivers a range of services including a series of training packages to schools throughout Northumberland.

### **Schools' Safeguarding and Wellbeing Team Manager**

#### **Carol Leckie**

**Mobile:** 07584313178

**Tel:** 01670 622720

**Email:** [Carol.Leckie@northumberland.gov.uk](mailto:Carol.Leckie@northumberland.gov.uk)

### **Virtual School Headteacher**

#### **Jane Walker**

**Mobile:** 07761101330

**Tel:** 01670 622734

**Email:** [Jane.Walker@northumberland.gov.uk](mailto:Jane.Walker@northumberland.gov.uk)

To book safeguarding training: [www.ncc.learningpool.com](http://www.ncc.learningpool.com)  
or contact [Anne.Lambert@northumberland.gov.uk](mailto:Anne.Lambert@northumberland.gov.uk) (01670 623159)

### **Social Care**

First Response Team/Onecall

Phone: **01670 536 400**

Email: [onecall@northumbria-healthcare.nhs.uk](mailto:onecall@northumbria-healthcare.nhs.uk)

### **Northumberland Designated Officer**

#### **Adam Hall**

**01670 623979**

Email: [LADO@northumberland.gov.uk](mailto:LADO@northumberland.gov.uk) or [Adam.hall01@northumberland.gov.uk](mailto:Adam.hall01@northumberland.gov.uk)

( NDO deals with allegations against people in positions of trust)



## Record of Safeguarding Training

**Schools are required to keep a record of all Safeguarding training received by staff.** This should include how this is covered during the induction process. There should be a record that all staff have read and understood their roles and responsibilities contained within Keeping Children Safe in Education 2018 (Part 1 and Annex A). Whole school training should be carried out a minimum every 3 years and the Designated Safeguarding Lead for Child Protection will need to renew their training every 2 yrs.

It is a requirement for information regarding training of staff is shared with the schools governing body in their annual report to Governors. Governors are also required to update their knowledge re safeguarding regularly, a record of this should also be retained. Clearly there is an element of fluidity, with staff joining and leaving, there will inevitably therefore be a gap within the delivery of whole school training and new starters. A record of the safeguarding induction training should therefore be kept, along side any additional training that staff receive in line with statutory requirements as outlined above.

Whilst it is the role of the DSL for Child Protection to collate this information annually, we would suggest that schools examine their processes to determine who is best placed to record this information in the first instance. For example, for some this maybe the admin person whose task it is to book all training or the finance person who is responsible for payments, i.e. this does not necessarily have to be the DSL.

A table is attached to support schools to record this information. This is a guide; we would invite you to adapt the headings etc to ensure that it meets the needs of your establishment. Hopefully this will support the process of completing the Annual Report to Governors, allowing a consistent approach to be applied to logging the data required. Examples have been entered as a guide to possible usage.

We have included “Date booked” as a column as this may be needed for any forthcoming Ofsted inspection.

## Example 1

### St Agnes Combined School - Record of Safeguarding Training

Name	Type of training	Date booked	Delivered by	Date completed	Invoice No	Notes
Whole School	Safeguarding			January 2013	Paid	
Whole School	Safeguarding	Sept 2016	ESAS			To be delivered on 04.01.16 inset day
Jean Shore	DSL			Sept 2009	Paid	
Jean Shore	Working Together	June 2015	BSCB	Sept 2015	Paid	DSL training updated
Jean Shore	DSL Refresher Training	June 2016	ESAS	Sept 2016	Invoice outstanding	DSL training updated
Erica Lowe	DSL			June 2013	Paid	Deputy DSL
Erica Lowe	DSL Refresher Training	April 2015	ESAS	June 2015	Paid	Confirmation letter received. Training taking place 26.06.15
Erica Lowe	Working Together	Dec 2015	BSCB	July 2016	Paid	DSL update
Peter Roberts	DSL	May 2012	ESAS		Paid	No longer in role
Jean Lowe	Safer recruitment			Oct 2014	Paid	
Stuart Jones	Safer recruitment			April 2013		Safeguarding Governor
Anne Murrey	Basic Induction		Jean Shore (DSL)	Sept 2015		
Ian Lambert	Basic Induction		Jean Shore (DSL)	Sept 2015		
Sara Massey	Basic Induction		Jean Shore (DP)	Sept 2015		
Anne Murrey	Safeguarding	Sept 2014	ESAS	Nov 2015	Paid	Att MOP up session Kotes Lee
Ian Lambert	Safeguarding	Sept 2015	ESAS	Nov 2015	Paid	Att MOP up session Kotes Lee
Sara Massey	Safeguarding	Sept 2015	ESAS	Nov 2014	Paid	Att MOP up session Kotes Lee