

GUST TRAINING

Name Of Policy	Child Protection & Safeguarding
Named Person(s)	Pamela Fell (Lead)/Philip Gallagher - HeadTeacher/Karen Gibb - Deputy Head
Review Committee	SLT in absence of Board of Trustees
Last review date	January 2016 With reference to : <ul style="list-style-type: none"> • Working Together to Safeguard Children 2015 • Keeping Children Safe in Education 2015 • Ofsted 2015 Safeguarding Inspection framework
Interim review date	Nov. 2016 Reference <ul style="list-style-type: none"> • Keeping Children Safe in Education 2016
Review date	January 2017 <ul style="list-style-type: none"> • GUST Complaints Form to report abuse, harassment or bullying added as Appendix C
Review date	January 2018 Updated to include more contact details, and guidance steps, New Safeguarding Recording form, remove Complaints Form.
Interim Review Date	September 2018 With reference to: <ul style="list-style-type: none"> • Keeping Children safe in Education 2018
Next Review Date	January 2019 With reference to: <ul style="list-style-type: none"> • Working Together to Safeguard Children 2018
Interim Review Date	May 2019 <ul style="list-style-type: none"> • Add Deputy Safeguarding Lead details
Next Review Date	January 2020

Introduction

GetUStartedTraining (GUST), fully recognise the responsibility they have to implement arrangements for safeguarding and promoting the welfare of pupils

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding children and young people requires understanding, foresight and reflection. Keeping children safe from harm in school, relies on all staff being able to recognise the raised risk factors, identify young people with the greatest level of risk and create focussed action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the school is essential.

Rationale

'Pupils have a right to expect school to provide a safe and secure environment'

At GUST we believe that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

All individuals should have the opportunity to gain the same experiences within the learning environment. There will be no discrimination on the grounds of race, gender, colour, creed, ability, economic status or physical disability.

Any fears or worries that pupils bring into the classroom should not go unnoticed by staff. It is a guiding principle of the law and child protection procedures that the protection and welfare of the pupil must always be the first priority. The protection of our pupils is a shared community responsibility. Failure to provide an effective response can have serious consequences for the pupils. Teachers and other educational staff are in a unique position to identify and help abused pupils.

Policy Aims

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.
- **SUPPORT TO PUPILS** who may have been abused.
- **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH PUPILS**

Our policy applies to all staff and volunteers working in the school including community education staff and Trustees. All Associate staff, as well as teachers can be the first point of disclosure for a pupil.

1. PREVENTION

1.1- We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip pupils with the skills to keep them safe.

1.2- Our school will therefore:

- Establish and maintain an environment and positive ethos where pupils feel secure, supported and are encouraged to talk, and are listened to, can learn, develop and feel valued.
- Ensure pupils know that there are adults in our school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, activities and opportunities for PSHE/Citizenship activities, which equip pupils with the skills they need to stay safe from abuse and know to whom they can turn to for help.
- Include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to pupils care and parenting skills.

2. PROCEDURES

2.1 We will follow the procedures set out in:

- Northumberland Safeguarding Children Board's Safeguarding Children Procedures Manual
<http://www.northumberland.gov.uk/Children/Safeguarding.aspx>
- DfE - Working Together to Safeguard Children - 2018
- DfE - Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges - 2018

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools. The Children Act 1989 sets out the Legal Framework.

2.2 Our school will do the following if there is a concern about a pupil's welfare or safety:

What To Do If Children Talk To You About Abuse Or Neglect

It is recognised that a child may seek an adult out to share information about abuse or neglect with, or talk spontaneously individually or in groups when a member of your staff is present. In these situations, they must:

- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given (Safeguarding Disclosure Form, see Appendix C) taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.

- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Do not promise any outcome arising from the disclosure

Reassure the child that:

- They are glad they have told them;
- S/he has not done anything wrong;
- What they are going to do next.
- That they will need to get help to keep the child safe.

They must NOT ask the child to repeat his or her account of events to anyone.

Advise Lead Safeguarding Officer and/or other staff with responsibility.

Ensure clear written records of concerns are kept (Safeguarding Disclosure Form, see Appendix C), even if there is no immediate need for referral (noting the date, event and action taken). All records are kept secure and in a locked location in the main office, and password protected on a PC. Should the child move to another school then information will be sent to the receiving school. Try to record details of observed injuries or bruising, e.g. "right arm above elbow". Not take photographs.

Designated staff will decide on the appropriate services to contact, and action to take.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the police/children's social care immediately. Anybody can make a referral.

Designated staff with responsibility for child protection

Pamela Fell – Lead Safeguarding Officer – 01670 850943
pamela.fell@northumberland.gov.uk

The Lead Safeguarding Officer

This person has the overall responsibility for safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

The following staff also have responsibility:

Matt Milliken – Deputy Safeguarding Lead – 01670 850943
primary@getustartedtraining.org.uk

Philip Gallagher – Head Teacher – 01670 850943

admin@getustartedtraining.org.uk

Karen Gibb – Deputy Head Teacher – 01670 850943

karen@getustartedtraining.org.uk

Stefan Amatt – Operations Manager – 01670 850943

admin@getustartedtraining.org.uk

Relevant contact details

OneCall (Social/Health Services) – 01670 536400 (24 Hours)

Email:onecall@northumbria-healthcare.nhs.uk

Ashington Police Station – 01661 872555 email:ashington.npt@northumbria.pnn.police.uk

Police (Emergency) – 999

- Ensure that there are designated senior members of staff, who have undertaken the appropriate training. The training will be updated every two years.
- Ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff –including temporary staff and volunteers – on induction. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences.
- Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to pupils, and that such concerns are addressed, sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- Ensure all staff are in a position to identify concerns early and provide help, to prevent concerns from escalating, including:
 - identifying children who may be in need of extra help
 - being aware that they may be asked to support social workers
- Recognise the importance of the role of the designated person and arrange support and training.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection.
- Undertake appropriate discussion with parents/carers prior to the involvement of another agency, unless the circumstances preclude this.
- Provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know;
 - the name of the designated person and his/her role.
 - their personal responsibility

the NSCB procedures

the need to be vigilant in identifying signs of abuse

how to support and to respond to a pupil who tells of abuse

that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures.

where the school's Child Protection Procedures are located.

ensure staff have all read Keeping Children Safe in Education 2018:

- Notify Social Services if:

We have to exclude a pupil on the child protection register.

There is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan).

- The School must make a referral to Disclosure and Barring Service if a person poses a risk of harm to children. It is an offence to fail to make a referral without good reason.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, the Designated Person for Child Protection must inform the Chair of the Board of Trustees **William Gibb**, as well as the Local Authority Designated Officer (LADO) - **Adam Hall – 01670 623979**

▪The role of the Named Lead for Child Protection shall be: **Pamela Fell**

Include monitoring the procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

Allegations against Staff

Where an allegation is made against a member of staff, the Designated Person for Child Protection must inform the Chair of the Board of Trustees **William Gibb**, as well as the Local Authority Designated Officer (LADO) - **Adam Hall – 01670 623979**

The LA Designated Officer will decide on the appropriate course of independent action.

Allegations against Peer on Peer

Where an allegation is made against a pupil by another pupil the Headteacher, Deputy Head and Named Lead for Child Protection would discuss in the first instance. If rectified within school this will be recorded, and appropriate personnel informed (ie pupils/parent/carer etc). If it is deemed more

serious, the Designated Person for Child Protection must inform the Chair of the Board of Trustees **William Gibb**, as well as the Local Authority Designated Officer (LADO) - **Adam Hall – 01670 623979**

The LA Designated Officer will decide on the appropriate course of independent action.

3. SUPPORTING THE PUPIL AT RISK

3.1 We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

3.2 Our school may be the only stable, secure and predictable element in the lives of pupils at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

3.3 We recognise that some pupils actually adopt abusive behaviours and that these pupils must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.

3.4 School will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment, thus giving pupils a sense of being valued and ensuring there are systems in place for children to express their views and give feedback;
- Ensuring that there are procedures in place to handle allegations against other children.
- The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the pupils but does not damage the pupil's sense of self worth. Our 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 services, which support the pupil, such as Social Services, Children and Young Peoples Services, the Educational Psychology Service, and the Education Welfare Service.
- A commitment to develop productive and supportive relationships with parents/carers whenever it is in a pupil's best interest to do so.
- Recognition that pupils living in a home environment where domestic violence, drug or alcohol abuse are vulnerable and have need of support and protection.
- Vigilantly monitoring pupil's welfare, keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- Ensuring each pupil at induction (see Pupil Induction Handbook) is made aware of the reporting process for abuse, harassment, bullying and any other significant areas of concern that they may have.

3.5 When a pupil on the child protection register leaves, information will be transferred to the new school immediately and receipts received confirming the transfer.

3.6 PRIVATE FOSTERING

A private fostered child is defined as one who, being under the age of 16 (or under 18 if disabled) is cared for and accommodated by someone other than a parent or close relative.

Private foster carers may be from the extended family such as a cousin or great aunt/uncle. They may also be a friend or the family of another relative.

Children with private foster carers are NOT looked after children but they may be considered to be a vulnerable group.

We have a legal duty to notify the Local Authority of any potential or actual arrangements and refer the situation to our local Children's Social care team.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH PUPILS.

We will:

- Operate safe recruitment practices and follow the Independent Safeguarding Authority (ISA) guidelines in respect of the Vetting and Barring Scheme (2009) including ensuring appropriate DBS and reference checks are undertaken.
- Consult with the designated Children's Services Officer for Child Protection in the event of an allegation being made against a member of staff.
- Ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that the notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- Ensure that all staff and volunteers are aware that sexual relationships with any pupil in the school is unlawful.
- Ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them in under the Sexual Offences Act 2003 (Abuse of a position of trust).
- Promote responsible use of social networking sites by staff.
- Provide Safer Recruitment Training for senior staff.

Safer Recruitment and Selection training completed December 2017 - course run by NCC

Philip Gallagher - Head Teacher
Karen Gibb – Deputy Head
Pamela Fell - Office Manager

Recruitment

When interviewing potential staff we will ensure that:

- There is an open recruitment process
- There is a rigorous interview
- We verify the applicants' identity and any academic or vocational qualifications claimed
- References are taken up by direct contact with referees
- Evidence of the date of birth and address of the potential employee is sought
- An enhanced disclosure via the Disclosure and Barring Service is provided
- Where a position requires an enhanced disclosure make this clear on the application form, job advert and any other information provided about the post. All applicants should complete an application form enabling each of them to have the same opportunity to provide information about themselves and which can assist in identifying any gaps in employment

In any interview the interview panel should explore:

- The candidates attitude toward children and young people
- His or her ability to support the schools agenda for safeguarding/child protection and promoting the welfare of children
- Gaps in the candidates employment history and
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee

A job offer should only be made subject to the necessary checks being satisfactory.

All staff will be provided with a job description with safeguarding/child protection and the welfare of children being a specified part of all staffs role and contract of employment, a clear code of conduct or safer working practice guidance and be required to work a probationary period.

Post Appointment

The school will provide an induction programme for all staff (paid or unpaid), regardless of previous experience.

The purpose of which should be to:

- Provide training about the organisation's policies and procedures
- Support individuals in a way that is appropriate for the role they have been engaged.
- Provide opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities and

- Enable the person's line manager, supervisor or mentor to recognize any concerns about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience but as far as safeguarding/child protection and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- Policies, procedures and statements in relation to safeguarding/child protection and promoting the welfare of children.
- How and with whom to raise concerns with
- Other relevant procedures, e.g. disciplinary, whistle blowing etc
- The School's Performance Management System

All staff should be provided with the opportunity to engage in appropriate training relating to the nature and level of responsibility they hold. All staff working in school should have access to basic safeguarding children training during induction or a refresher course (Working Together states the minimum for this is 3 yearly however Ofsted request this is every 2 years) for more experienced staff.

5. OTHER RELEVANT POLICIES/DATA

5.1 FGM

Our policy on FGM incidents is set out in a separate document and is reviewed periodically by the Board of Trustees.

5.2 E-SAFETY

Our school has an E-Safety policy which is reviewed periodically. All staff are aware of this policy and are aware of their responsibility.

5.3 PHYSICAL INTERVENTION

Our policy on physical intervention by staff is set out in a separate document and is reviewed periodically by the Board of Trustees. We acknowledge that staff who are trained must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a pupil may be considered under the child protection or disciplinary procedures.

Staff must be aware that any physical contact with a pupil could be deemed a criminal act and would be dealt with accordingly.

5.4 ANTI BULLYING

Each school's Anti Bullying policy is set out in a separate document and is reviewed periodically by the Board of Trustees. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

5.5 RACIST INCIDENTS

Our policy on racist incidents is set out in a separate document and is reviewed periodically by the Board of Trustees. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

5.6 HEALTH AND SAFETY

Our Health and Safety policy is set out in a separate document and is reviewed periodically by the Board of Trustees. It reflects the consideration we give to the protection of our pupils both within the school environment and when away from the school when undertaking school trips and visits.

5.7 CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEED or EDUCATION, HEALTH AND CARE PLANS

We recognise that statistically pupils with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with pupils with emotional and behavioural problems are particularly sensitive to signs of abuse.

5.8 CONFIDENTIALTY AND INFORMATION SHARING

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agencies as required. Up to date advice is available in the document Information Sharing (Dfe March 2015).

The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils.

All staff must be aware that they cannot promise a pupil to keep secrets.

5.9 WHISTLE BLOWING POLICY

A copy of The Whistle Blowing policy is available to staff (displayed in front office and in induction pack). Whistle blowing procedures are made clear to all staff through staff training.

5.10 COMPLAINTS POLICY

This Policy is set out in a different document and is used for complaints against the school, a member of staff or the Board of Trustees.

This policy can be used in conjunction with disciplinary procedures.

6. BOARD OF TRUSTEES PUPILS PROTECTION RESPONSIBILITIES

6.1 Our Board of Trustees fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of pupils. The Trustees should:

- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE).
- ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- ensure that the school has a child protection policy, staff behaviour policy and procedures in place and operates safe recruitment procedures, makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers.
- ensure that the school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2018).
- appoint a member of staff of the school's team to the role of designated safeguarding lead
- must ensure the school keeps an up to date single central record

6.2 It will:

Designate a Lead for child protection who will oversee the school's child protection policy and practice and champion child protection issues.

Ensure that this policy is periodically updated and reviewed.

6.3 Any extended school facilities or before or after school activities provided directly under the supervision or management of school staff will be considered as covered by arrangements for child protection as written in this policy.

6.4 Where services or activities are provided separately by another body, the Board of Trustees will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding pupils and child protection and there are arrangements to liaise with the school on these matters where appropriate.

REVIEW

This policy will be reviewed annually or earlier if necessary, or if there is a major change in relevant legislation or guidance

APPENDIX A: GUIDELINES

A1 Definitions of Abuse

‘Somebody may abuse or neglect a pupil by inflicting harm, or by knowingly not preventing harm. Pupils may be abused in a family, an institutional setting, or more rarely, by a stranger. Most young people who are abused know their abuser’

A2 Categories of Abuse

- Emotional
- Physical
- Neglect
- Sexual

A2.1 Emotional Abuse

The persistent emotional ill treatment of a pupil such as to cause severe and persistent adverse effects on the pupil’s emotional development. It may involve conveying to the pupil that they are worthless or unloved, inadequate; or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the pupil. It may involve causing the pupil to feel frightened or in danger or the exploitation or corruption of the pupil. Some level of emotional abuse is involved in all types of ill treatment, although it may occur alone.

Possible Signs of Emotional Abuse

- Development delay (especially speech and language)
- Non-organic failure to thrive
- Sadness, dejection, withdrawal, isolation
- Attention/affection seeking
- Eagerness to please

- Poor concentration, attention and school performance
- Poor socialisation, impulsiveness, aggression, offending behaviour inappropriate emotional responses
- Over-reaction to mistakes, fear of new situations
- Depends on age/developmental stage of pupil

A2.2 Physical Abuse

Physical abuse involves hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocation or otherwise causing physical harm to the pupils. It may also be when a parent/carer feigns the symptoms of, or deliberately causes ill health in a pupil they are looking after. This situation is called fabricated or induced illness in a pupil.

Possible Signs of Physical Abuse

- Untreated injuries
- Admission of punishment which seems excessive
- Fear of parents being contacted
- Withdrawal from physical contact
- Flinching at sudden movements
- Arms and legs covered in hot weather
- Fear of returning home or of parents being contacted
- Fear of medical help
- Aggression towards others

A2.3 Neglect

The persistent failure to meet a pupil's basic physical and/or psychological needs. Likely to result in the serious impairment of the pupil's health or development. It may occur during pregnancy as a result of maternal substance use.

Once a pupil is born, it may involve a parent/carer failing to:

- Provide adequate food, shelter and clothing (including exclusion from home and abandonment).
- Protect a pupil from physical harm or danger
- Ensure access to appropriate medical care or treatment
- Ensure access to appropriate care (including use of inadequate care givers). It may also involve neglect of, or unresponsiveness to, a pupil's basic emotional needs.

Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems or frequent A&E visits
- Low self esteem
- Developmental delay and failure to thrive
- Poor social relations
- Compulsive stealing
- Scavenging for food or clothes

A2.4 Sexual Abuse

Involves forcing or enticing a pupil to take part in sexual activities, whether or not the pupil is aware of what is happening. The activities may involve physical contact, including penetrative (rape or buggery) or non-penetrative acts. It may include non-contact activities, such as involving pupils in looking at, or in the production of, pornographic materials or sexual online images, watching sexual activities or encouraging pupils to behave in sexually inappropriate ways.

Possible Signs of Sexual Abuse

- Bruises, scratches, burns or bite marks
- Abrasions or persistent infections in the genital area
- Pregnancy

APPENDIX B PROCEDURES

Our responsibility in relation to the pupils we work with and their potential abuse is:

To respond

To listen

To believe

To record

To report immediately any unusual comment or occurrence

To be discreet

Not to investigate

Not to ignore

A pupil has a right to be:

Protected

Listened to in private

Believed

Cared for

Treated with discretion

Helped to protect him/herself

When responding to a disclosure:

Listen to what the pupil is saying

Take seriously what the pupil is saying

Do not promise to keep secrets

Write down as soon as possible exactly what the pupil said

Tell the designated Safeguarding Lead as soon as possible

Make sure the pupil is safe

Tell the pupil it is not their fault

Do not panic

Do not immediately rush off to find someone else to listen

Do not make judgements or say anything about the alleged abuser

Try not to display any sign of shock or disapproval when a pupil is making a disclosure

Finally, keep the young person informed of any action you are going to take, where appropriate.

If you are unsure, report the disclosure to the designated Safeguarding Lead who will decide what action to take.

APPENDIX C SAFEGUARDING DISCLOSURE FORM

DD/MM/YY/AA



1 HALDANE ST ASHINGTON NORTHUMBERLAND NE63 8SF

TEL: 01670850943 EMAIL: admin@getstartedtraining.org.uk www.getstartedtraining.org.uk

SAFEGUARDING DISCLOSURE FORM

PUPIL NAME:	STAFF NAME:	CHILDREN SERVICES: Staff name and title
DATE:	TIME:	TEL NO:
REASON FOR CONCERN:		
DISCLOSURE (An account of conversation – as detailed as possible)		

OUTCOME

DATE CLOSED