

**COGNITA**

# **Safeguarding Toolkit**

including guidance for schools using  
**Electronic Case Management Systems**

**2024/2025  
SPAIN**

***For internal use***

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# 1 Purpose

Cognita recognises that safeguarding children can be demanding and requires a great deal of skill and professional integrity. Cognita is extremely grateful to all safeguarding staff who take on this critical role.

This Safeguarding Toolkit (hereafter referred to as the Toolkit) is provided to:

- Support those in Safeguarding roles to fulfil their role.
- Provide a consistent expectation of the duties and responsibilities of those in Safeguarding roles.
- Ensure that there is clarity about expectations of record keeping in relation to safeguarding and child protection.
- Ensure that there is consistency of record keeping **for safeguarding** across the Cognita schools' group.

### 1.1 Templates

The Toolkit is intended to help Safeguarding staff to maintain clear and evidenced-based safeguarding records in their school. The templates and forms within this Toolkit are provided in Word format so that schools can personalise them using their own school's name and logo. Each form is available as a separate Word document, and all are available on Microsoft Teams. Safeguarding staff **must** use the template forms provided in the Appendices contained in this Toolkit to record safeguarding concerns about children, unless using an **Electronic Case Management System to record safeguarding concerns (hereafter termed ECMS)**, in which case staff will input all safeguarding information into the child's profile on the system directly.

Akin to those schools using the Toolkit forms, schools **using an ECMS must** still record concerns about the *conduct of adults* on the Low-Level Concern form included in the template section of this Toolkit. Similarly, when the threshold is reached for an Allegation, the Allegations forms included in this Toolkit must be used by all schools. **It is not recommended that ECMS should be used for safeguarding records concerning adults.**

When making referrals to social services, the police, or other agencies related to child protection, all Safeguarding staff **must** use the relevant authority or organisations forms/online systems.

### 1.2 Related documentation

This Toolkit should be read in the context of the agreed, and current Cognita Safeguarding and Child Protection Policy for each school, and the most current versions of Keeping Children Safe in Education/KLS (England/Wales); Working Together to Safeguard Children (UK); and the Protecting Children and Adolescents against Violence Law (Spain)

### 1.3 Terminology

Throughout this guidance, the term 'Safeguarding Lead' will be used to encompass both the role of Designated Safeguarding Lead (DSL) and the role of Child Protection and Wellbeing Coordinator (in Spain only). The word 'Deputy' will encompass both the Deputy DSL, and the Deputy Child Protection and Wellbeing Coordinator in Spain. 'Safeguarding staff' is used to encompass all the above roles (Leads and Deputies).

## 2 Overview of Forms with ECMS additional guidance

### 2.1 Case Summary Form

For schools using the Toolkit forms (and not ECMS), each Safeguarding File **must** have a completed Case Summary at the beginning of the file, briefly outlining the concerns and why the file has been opened. The form provides a list of considerations; please tick any that apply to the situation or tick 'other'. Provide a **brief** summary explaining the rationale for opening the file.

This form is **not** needed for schools using an ECMS. Children will be assigned 'categories' by the Safeguarding team only, which will indicate their needs and the concerns around them (see later in the document). These categories will be school specific.

### 2.2 File Cover Sheet

For schools using the Toolkit forms (and not ECMS), each Safeguarding File **must** have a *fully completed* File Cover Sheet detailing up to date information, including all parental telephone contact numbers and addresses.

This form is **not** needed for schools using an ECMS because relevant information pulls through from MIS etc. when the system is set up. Please regularly ensure you check that all fields have data, and that this information is up to date.

### 2.3 Chronology

For schools using the Toolkit forms (and not ECMS), the Chronology **must** be used to list **significant** ongoing events/issues linked to the child, for example but not limited to:

- a child's disclosure
- an important call/meeting with the parents
- a professionals' meeting
- a referral that has been made to an external agency/organisation
- an internal peer review/audit of records

Please write the title of the event but do not include what occurred (this information will be contained within the file, for example, on a Cause for Concern Form or a Communication File Log, or a separate set of minutes from a meeting). \*Please use number links to cross reference the Chronology to a document held within the file.

This form is **not** needed for schools using an ECMS as a Chronology is created automatically.

### 2.4 Cause for Concern Form

For schools using the Toolkit forms (and not ECMS), all concerns **about a child** raised by any member of staff **must** be recorded on a Cause for Concern form.

Any concerns raised by a peer of the child/other parent/third party contractor must also be completed on a Cause for Concern form *by the member of staff receiving this information*.

Staff **must** raise their concerns to the Safeguarding Lead/Deputy on the same day of the concern; there must never be a delay.

For schools using an ECMS, staff must input their concerns directly onto the system. This will automatically send an alert to the Safeguarding Team who will make ongoing decisions.

Please note that any **disclosure** of abuse by a child must be reported **verbally and immediately** to the Safeguarding Lead whether the school is using the Toolkit forms or an ECMS. Staff must write up their concern after it has been raised verbally.

2.4.1 All concerns raised by staff, whether using the Toolkit forms or an ECMS **must** be recorded using a non-judgemental approach with no opinion/personal comments included. Staff should provide a factual and evidence-based account, including a brief context. Bullet points can be used if easier, for example, the **child/parent/teacher stated/displayed the following behaviour/disclosed:**

- X
- Y
- Z

For schools using the Toolkit forms (not an ECMS), the 'Cause for Concern' form must be signed (full signature) and dated by the person completing the form.

For schools using an ECMS, there is no need for staff to supply a signature as the system logs who has created the concern record, and what time their record was entered.

2.4.2 It is the responsibility of the **Headteacher/Principal** to determine:

- where staff locate Cause for Concern forms if their school is using the Toolkit forms;
- where and who these forms should be returned to i.e., Safeguarding Lead; and
- a system for ensuring that no time is lost for the concerns to be reviewed and acted on by the Safeguarding Lead (whether or not an ECMS is used).

2.4.3 Actions

It is the responsibility of the **Safeguarding Lead** (or in their absence/lack of availability the Deputy or Headteacher/Principal), whether using the Toolkit forms or an ECMS, to take immediate action on receipt of a concern. They must:

Review Concerns as soon as they receive them (by hand, by email, or via an alert on ECMS);

Decide what the next steps must be and clearly record the actions needed, when these should be done, and by whom. A rationale for why one decision has been reached should be recorded, including why another course of actions is not needed/carries more risk. Do not hypothesise - only put clear facts. Please reach out to your Regional Safeguarding Lead (RSL) at any point if needing advice, prior to undertaking tasks.

For schools using the Toolkit, the Safeguarding Lead **must** record their actions on the back of the form - clear actions, by whom and by when. A record must be made around the action for example. if the action is about the staff member talking to the child/parents, then there must be a record of this communication using a File Communication Log.

For those schools using an ECMS, the Safeguarding Lead/Deputy will record their actions directly onto the system. They may decide to task another member of staff, for example, the form tutor, with an action on the system – this task **must** be clear, with boundaries and time-limited. The Safeguarding Lead/Deputy must ensure that

this task is completed as requested. As above - there must be clear actions, by whom and by when. A record must be made around the action for example. if the action is about the staff member talking to the child/parents, then there must be a record of this communication on the ECMS,

For schools using the Toolkit forms (not ECMS), the Cause for Concern form should be placed securely in the child's existing Safeguarding File if they have one,

OR

if the concerns remain and further interventions are needed to reduce risk, the Safeguarding Lead should open a new Safeguarding File and include all the relevant forms from the Toolkit. Please reach out to your RSL if needing advice about whether a child needs a full safeguarding file.

### 'One off Concerns' that are resolved

For schools using the Toolkit forms, the Cause for Concern may be a **singular** concern that is resolved with a simple intervention/action i.e., a discussion held with the parent with an appropriate response. In these situations, the Cause for Concern form should be placed in the school's 'One off' Cause for Concerns File (under A-Z). Please note, for 'one off' concerns, there is no need to complete all of the other documents in the Toolkit forms although it may be useful to use the Communication File Logs to record conversations with the child's parents. Should there be further concerns, then consideration may be given to opening a 'full' Safeguarding File, in which case the other forms in the Toolkit forms must be used. Please seek support from the Regional Safeguarding Lead if needed.

Schools using an ECMS will not have 'one off concerns' as such because the child is on the system throughout their time in the school.

**Remember that the Safeguarding Lead must notify the Headteacher/Principal of any referral made to social services or the police, the reasons why and any action taken.**

### Concerns that require Early Intervention

For schools using the Toolkit, concerns that require Early Intervention i.e. a referral or intervention from school or an external organisation, (note: these are different to that of social services), an Early Intervention record should be created by adapting the forms contained in this Toolkit.

For schools using an ECMS, you can either clearly categorise these cases with Early Intervention under your overall safeguarding categories or create a separate tag,

Some schools operate a Tier system:

1. Universal - pastoral support available for all children
2. Early Intervention - targeted additional provision to prevent risk from escalating
3. Child in Need/equivalent level - where children's health and development are being affected but they are not at risk of harm through abuse

4. Child Protection level - the highest, where a child is being harmed either by themselves or others and is at risk.

### 2.5 Body Maps

Body Maps must only be used to document and illustrate **visible** signs of harm and physical injuries on a child. These are to be used **only** when the child has **disclosed** that someone has hurt them, and/or when the parent/child explanation of an injury is not plausible and a referral to the authorities is to be undertaken. The body map should be attached to referrals. For schools using the Toolkit forms, the body map form should be securely filed with the appropriate Cause for Concern detailing the child's original disclosure.

Schools using an ECMS must use their body map functionality if an injury is clearly observed or may use the form in the Toolkit and upload as an attachment. The body map should be attached to referrals.

**No staff, including school nurses should ever** provide a medical opinion to external agencies/authorities on the likely cause of any injury or undertake a more formal examination – no one is medically trained to do this. Only specially trained Consultant Paediatricians are able to perform child protection medicals and make comment on the cause of injuries.

**DO NOT EVER take photographs of a child's injuries** as this may jeopardise any investigation undertaken by the authorities. In very rare occasions, the school may be asked to take photos of the child by the authorities (e.g., police/social services). It is advised that schools resist doing this task but *if essential to protect the child immediately*, this task can be undertaken as schools should seek to cooperate with external agencies. In these situations, photos must only be taken with **two** safeguarding staff present using a **school** device with the headteachers knowledge. The photos must be emailed **securely** from the school to the authority requesting the photo, and be deleted as soon as possible, following confirmation of receipt.

In the above situation, please clearly record who requested the photo to be taken by the school and their reason for asking, either using a Communication File Log (Toolkit forms) or **directly onto the ECMS**.

**More information about the completion of Body Maps is contained in Section 5**

### 2.6 Communication File Log (CFL)

For schools using the Toolkit forms, the 'Communication File Log' should *only* be used to record any *communication* about a case, e.g., telephone calls, meetings, information provided by other agencies etc. The CFL is never to be used for staff raising concerns about a child; this must always be on a Cause for Concern form.

For schools using an ECMS, all communications of any kind must be inputted directly onto the system.

For schools using the Toolkit forms, for clarity of recording, it is preferable to use one CFL form per communication event. However, should a succession of brief communications be made in the course of one day, and there is still room on the CFL document, headings can be used for multiple quick communications for practicality. Information received, decisions made, and actions agreed during any communication can be bullet pointed if appropriate.

If notes are taken during a telephone call on a separate document to the CFL (and are legible and appropriate), these can be stapled to a CFL for ease and a reduction in time



needed, rather than replicating on a CFL. Please state on the CFL a brief note of what the email is about and from whom, and then attach the email/legible notes in hard copy.

For schools using an ECMS, each communication should be inputted on separate entries. It is not recommended or necessary that informal notes be uploaded onto the system as attachments.

For schools using the Toolkit forms, emails received from external authorities/agencies or parents can be stapled to a CFL, thereby evidencing sender and time sent/received. Minutes of meetings can also be attached for ease.

For schools using an ECMS, emails can be copied into an entry or uploaded as an attachment onto the system directly, as can minutes of meetings.

### 2.7 Closure Summary

For schools using the Toolkit forms, a Closure Summary form must be used in all cases where safeguarding concerns are no longer present, and a decision made that the file is suitable for closing. If there is ongoing need which is being met by the intervention of an Early Intervention agency, the Safeguarding File can be closed and Early Intervention recording can be continued *in the same file* for ease (this change should be clearly marked on the Chronology, e.g., File closed – Early Intervention continuation). It is advised that schools using the Toolkit have separate areas in their filing cabinets for those children receiving Early Intervention; those who have active Safeguarding Records; and those where children *did* have Safeguarding Records but no longer do; and for those who have since left the school (archived Safeguarding records).

Schools using an ECMS are not required to complete a Closure Summary, as the system is designed to enable all children to be 'active' whilst they are on roll. However, it is best practice to record clearly that the unmet need has now been met, or that the concern is no longer a concern and has been addressed. Schools using ECMS can therefore, use the headings on the Toolkit form in their closing entry.

For schools using the Toolkit forms, the Safeguarding Database (Appendix 10) or other chosen format for tracking cases should be updated accordingly every time a file is closed, the closed files archived securely, and stored/sectioned separately to those files which have been archived where the child has already left the school (see above). Decisions about closing files can be made at the school's safeguarding meeting or time within meetings.

Schools using an ECMS may wish to consider a separate database to their ECMS where they are able to see clearly and quickly which children are vulnerable and the reason for this i.e., at risk of self-harm/suicidal ideation, at risk from their parents due to x, y. However, please note an ECMS does have the functionality to enable schools to see which children have a particular category assigned to them, for example, child protection, and can be filtered to show cohorts. Please contact your ECMS provider if requiring support with this functionality.


### 2.8 Record of Transfer of Safeguarding Information

Whether using the Toolkit forms or an ECMS, the Record Transfer Form in the Toolkit **must** be used to evidence the secure transfer of safeguarding records from your school to another school/educational setting when it has been agreed that the transfer may take place. Pass on a copy or your record and keep the original, or vice versa.

This record **must** be sent via **secure post** to the Safeguarding Lead at the receiving school or hand delivered from your school Safeguarding Lead to the receiving Safeguarding Lead. It is also good practice for the Safeguarding Lead to verbally discuss the context around any records with the receiving school's Safeguarding Lead to ensure that they have the knowledge and information required to support the child from the outset. **Some schools will be able to pass on a ECMS record digitally using the child's unique number - the new schools usually request this transfer, and your school sends.**

If it is not known where the child is next to be educated, or if the child leaves the school suddenly without notice, the child must be referred to the education inspectorate and/or social services (if safeguarding concerns around the situation), notifying them that the child has Safeguarding records and is no longer attending your school. Please use your local authority procedures and reach out for support as needed from your RSL in more complex cases.

Safeguarding records should be retained and archived securely until the individual reaches 35 years, or indefinitely if there have been concerns around sexual abuse.

Schools are advised to retain hard copy safeguarding files for 35 years. From a data protection perspective, we would almost always advise storing files electronically and guidance on how to do this in iSAMS can be found here:  [Storing hard copy non-recent safeguarding records in iSAMS.pdf](#)

### 2.9 Letter of request to previous school

Whether using the Toolkit forms, **or an ECMS**, this template letter can be personalised by the Safeguarding Lead to request safeguarding/child protection records from another school when a new child joins (the duty is on the previous school to send records, but you may need to follow this up).

### 2.10 Database

For schools using the Toolkit forms, the Database provides a 'live' template for Safeguarding Leads to manage and record their current Safeguarding Files. A similar database could be used to manage Early Intervention files or be adapted for those **using a ECMS** (see above for functionality options).

### 2.11 Internal/Peer Audit of Records

This template provides an audit record for Headteachers/Principals, Safeguarding Leads and Cognita peers/representatives to use in order to audit the quality of Safeguarding records. The Headteacher/Principal must audit a sample of safeguarding records at least once per term.

For schools using all of the Toolkit forms for their safeguarding recording, the completed audit forms should be kept securely in a file together; an entry must be added onto the child's Chronology stating Records Audit Completed. Alternatively, schools using the Toolkit can keep their hard copy audits within the child's safeguarding file (at the back perhaps) but again write on the Chronology Record Audit Completed.

**Schools using an ECMS should similarly write in the Chronology that a record audit has been undertaken and by whom but should keep their hardcopy audit in a separate file/online version in a separate folder only accessible by the safeguarding team and Headteacher/Principal . As these are internal documents, it is not appropriate to upload these onto the Child's ECMS profile.**

Whether your schools use the hard copy Toolkit forms or a **ECMS** for their safeguarding recording, these audits are internal monitoring documents, and as such they do not need to be passed on as part of the records when a child leaves the school. Seek advice from the RSL re inclusion of a safeguarding audit form should a Subject Access Request (SAR) be made by the parents.

### 2.12 Low Level Concerns Form

Whether schools are using the Toolkit forms, or an **ECMS**, this form **must** be used to report safeguarding Low Level Concerns (LLC) about colleagues/other adults in the school, including agency staff, visitors, volunteers, and 3<sup>rd</sup> party contractors. It must be available to all staff both electronically (via internal systems, **not ECMS**) and also as a hard copy, for example in the school staff room. LLCs must be stored A-Z (adult's surname) in a file only accessible to Head/Principals and the DSL/CPC. This can either be hard copy or safely online.

### 2.13 Self-Report Form

This form is used for staff Self-Reports (SRs) about themselves when they find themselves in a compromising position related to safeguarding.

Staff are not required to complete self-reports for work *outside* of Cognita; however, this is secondary work and **must** be agreed in writing by the Headteacher/Principal, with the confirmation placed on the employee file.

### 2.14 Allegation Form

This form must be used by the Headteacher/Principal whether schools are using the Toolkit forms, or an **ECMS** when an allegation is made that an adult has harmed/abused a child (or group of children) or where there is a risk of this occurring.

**Staff must inform the Headteacher/Principal of an allegation, and do this verbally before completing any paperwork, so as to avoid any delay in safeguarding children or adults.**

**Reminder:** an allegation is when any person in a position of trust (PPT) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child;
  - Behaved towards a child or children in a way that indicates they may pose a risk of harm against children; and/or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (potential transfer of risk)
- (Taken from KCSIE 2024/KLS 2022)

### 2.15 Allegation Actions Records (A-D)

Whether schools are using the Toolkit forms, or an **ECMS**, should the Headteacher/Principal in collaboration with their DE, Managing Director RSL and HoHR consider that the Low-Level Concern constitutes an Allegation against a person in a position of trust (PPT), these Allegation forms can be used to record school decision making and actions. There is a section which can be used to record Internal Strategy Meetings with the above group of colleagues. Please note that the Chronology/other format within this Toolkit may also be adapted to evidence action, as can the Communication File Log if needed, to record conversations with parents/professionals

### 2.16 Letter to Social Services (England/Wales only)

Whether schools are using the Toolkit forms, or an ECMS, this letter can be sent annually to the local social services, introducing yourself and providing contact details.

*Safeguarding Leads outside of the UK can also adapt this template when introducing themselves to local agencies such as Social Services. This would be good practice.*

### 2.17 Safeguarding Meeting Agenda and Minutes

Whether schools are using the Toolkit forms, or an ECMS, this template can be used to steer your formal Safeguarding Meetings - please bespoke as needed. These formal meetings **must** be held on a half-termly basis (minimum) and saved as evidence both for decision making and internal Safeguarding Reviews. Some schools, who prefer holding meetings more regularly than 6 weeks must ensure the agenda is covered over the meeting period.

### 2.18 Case Review

All schools **must** complete regular case reviews to prevent drift. This review should be only a brief summary, although with sufficient detail of *the child's initial needs, interventions already undertaken to reduce risk/meet needs, their current circumstances, any future interventions arranged to reduce risk of harm, and/or enable the child's unmet needs to be met.*

For schools using Toolkit forms, this template can be used to evidence that you have reviewed the child's situation *at any point* whilst their file is operational; every half term is a minimum requirement, ideally to coincide with the formal safeguarding meetings for ease. In the child's file, please note in the Chronology; the date, 'Case Review' and who reviewed the case - this should be two people for best practice. The Case Review Form should then be placed within the child's Safeguarding File.

For schools using an ECMS, please complete an entry into the child's profile entitled Case Review, at a minimum of every 6 weeks, summarising the information highlighted above in italics. Alternatively, if preferred, the Case Review form from the Toolkit can be completed and uploaded onto the system as an attachment.

### 2.19 Record of Incidents relating to Harmful Sexual Behaviours, Sexual Harassment and Violence

All schools whether using an ECMS or Toolkit forms for their main recording of an incident, **must also** complete a brief record of any incident that involves Harmful Sexual Behaviours, Sexual Harassment and/or Sexual Violence.

This is to ensure that the school has captured frequency, themes or identified patterns of behaviour within an individual, group or location in the school. Please note this does not replace the normal recording systems, including actions of any incident which must be recorded using the Toolkit forms or onto an ECMS.

### 2.20 Record of Use of reasonable force, screening, searching and confiscating

On some rare occasions, the use of reasonable force with a child may be needed to prevent them or others being at risk of harm (please see the Use of Reasonable Force

Policy). When this intervention has occurred, or in situations where restraint/control has had to be used, please complete this record as your evidence of the incident.

In addition, this form can be used when searches, screening or confiscation occurs due to concerns that the child may have a prohibited item on them.

Please seek support from your RSL as to whether this situation also requires a Serious Incident Referral Form (SIRF).

### 2.21 Safeguarding Risk Assessment template

Where children are a risk to themselves via self-harm/suicidal ideation or where they are a risk to others through their behaviour (staff/pupils) then a Safeguarding Risk Assessment **must** be completed. These **must** be reviewed and updated regularly according to the child's ongoing needs/risks and additionally reviewed when considering their attendance on a trip/educational visit.

All children who have a Safeguarding Risk Assessment **must** have a Safeguarding File if using the Toolkit forms and the current (and previous) RAs placed within this. If nothing has changed since the last review of the RA, and the behaviour is still creating a risk, then please just update at the bottom of the form the new date for ease. *For those schools using an ECMS, the child must have a category assigned appropriately, with their current risk assessment uploaded on the system.*

Risk assessments for self-harm should be in place for at least 12 months after the last harm incident for all children who have expressed suicidal ideation. Please keep your risk assessment and review it regularly until such time it has been decided that their file should close (no sooner than 12 months). Please take advice from the RSL as needed. It is best practice to have a database for all children with a current safeguarding risk assessment. Parents **must** have knowledge of the school's concerns about their child and know that their child has a risk assessment. Parents should be involved in its completion (i.e. co-constructed by school, parents and child) so to be clear about the control measures, and expectations of all parties, including themselves, and that of the child.

For children with a risk assessment in place because their behaviour is creating a risk to others, please review regularly. Should the child's concerning behaviours reduce or cease, the RA can be concluded after a term with no significant concerns.

### 2.22 Visiting Speakers Form

It is effective and safe practice when inviting guest speakers into school, to complete some research prior to allowing contact with children. This form enables you to identify any concerns and is evidence of your thoughtful checking,

### 3 Guidance

#### Identifying concerns

Safeguarding and promoting the welfare of children is everyone's responsibility (KCSIE2024/KLS 2022). Therefore 'all members of school staff, agency staff, volunteers, Cognita SCP/SSC employees and those in Cognita with governance oversight need to be vigilant; children wish to have adults notice when things are troubling them' (WTSC 2023). All of the above individuals must know what to do when a child discloses abuse to them, if they have concerns about a child's welfare, and/or when children or staff raise concerns about a pupil to them.

If a child **discloses abuse or likelihood of abuse** to any of the above individuals, there are a number of actions that will need to be undertaken *at that time* to support the child:

- Reassure the child and let them know that they were right to tell them.
- Further question the child about what they are saying; this should not be extensive, as external authorities will lead any investigation. However, the key facts will need to be established in language that the child understands, and the child's words must be mirrored in clarifying/expanding what has been said by them. It is useful to gather the What, When, Where and Who facts and use TED (Tell me, Explain to me and Describe to me) when supporting the child. Staff are encouraged to show respect for the child, question normally without pressurising or prompting, and only use open questions to gather more detail. Leading questions should be avoided as much as possible.
- Explain to the child that this information will now have to be passed onto the Safeguarding Lead (if this is not the person hearing the initial disclosure). No promises must be made to the child, e.g., to keep secrets.
- Verbally inform the Safeguarding Lead immediately of the disclosure. If the Safeguarding Lead is not available then this should not delay appropriate action being taken and staff should speak to the Deputy, Headteacher/Principal or, failing that, another member of the SLT. Any staff member can, in emergency situations where no safeguarding staff member is available, contact the RSL, who will support and advise on next steps.
- For schools using the Toolkit forms, a full written record using a Cause for Concern form must still be completed **after** the staff member hearing the disclosure has informed the Safeguarding Lead/other (see above). This form must be signed and dated by the staff member hearing the initial disclosure, including the time that the conversation with the child took place. The record will outline what was said by the child, with observations around the child's body language, etc. where possible without hypothesis. For staff using an ECMS, an entry onto the system, detailing the disclosure will be inputted directly (see above) **after** the staff member hearing the disclosure has informed the Safeguarding Lead/other.
- **Staff must NEVER make children write statements about abuse that may have happened to them unless advised to do so by external agencies.** Staff should NEVER ask other children to write statements about anything they have witnessed. This can skew their account, which should be taken verbally by a member of staff who then writes up what the child has said, using the language they used as far as possible in their Cause for Concern.
- Where a child is suffering, or is likely to suffer from harm, the Safeguarding Lead will be responsible for making an *immediate* referral to Social Services following the local authority process, or the Police if a criminal offence is thought to have occurred. Consent to do this must **not** be obtained from the parents, if to gain consent would put the child's or that of another child/adult safety at risk or to do so could jeopardise any investigation. Seek advice first. Safeguarding Leads should take advice from Social Services or the Police as to when parents/carers/staff perpetrators of abuse can be

informed and record the name and role of the professional. In all other cases, the advice is to be transparent with the parents, discuss the concerns with them and then make any referral.

- The Safeguarding Lead must go back to the child at an appropriate time the same day to let them know what is happening using child-centred vocabulary.
- No photos of a child's injuries must be taken by any member of staff, including the safeguarding lead unless asked for by investigation agencies in an emergency situation. No intimate photos must be taken, ever.
- If a staff member receives inappropriate images/videos of a child, these must never be forwarded to any other staff member. This would be considered distribution of images.

## 4 Recording and Filing

### 4.1 Why recording is important

All staff are encouraged to understand why it is important that recording is comprehensive and accurate. Clear, fact-based, and organised recording is not only essential for knowing about and **evidencing** a child's situation, but also what the school have actioned to protect the child. Recording is also vital in order that safeguarding colleagues, the Headteacher/Principal and external partner agencies know the most up to date situation for a child in the Safeguarding Lead's absence.

### 4.2 Pastoral need

Many children may experience upset within school which will constitute a normative reaction to life events or family situations such as a bereavement, parental separation or moving home. The child may require some pastoral support from staff for a period of time, but it may not be necessary to refer them to an external agency. However, should the child's distress present as more significant and/or ongoing, a discussion with the parents about their child's needs is appropriate. Considerations should be given to whether Early Intervention (see below) via an agency/organisation/professional (which is external to the school) could be needed to improve the family's situation or prevent things deteriorating.

### 4.3 Early Intervention records

As stated above, often a child will have an unmet need that does not amount to a safeguarding concern, but they require Early Intervention from at least one external agency/organisation/medical professional to prevent the concern/difficulty escalating. In these situations, schools will work alongside parents to identify an external resource that could support the child and/or parents. The referral to the external agency could be made by the parent, the school or both, alongside potentially another agency which is already involved with the child.

For schools using the Toolkit forms, when a child is receiving support in school (significant intervention), or from *at least one* other agency outside the school, an Early Intervention File should be opened (ideally using a different colour folder to the Safeguarding Files to show a clear distinction). The forms in the Toolkit Appendices: Case Summary, File Cover Sheet, Chronology and Communication Logs contained can be easily **adapted** for use in these Early Intervention Files, but please highlight 'Early Intervention clearly on the forms to avoid any confusion with Safeguarding Files.

For schools using an ECMS, each child is effectively 'open' throughout their time on roll, so they do **not** require a hard copy Early Intervention file. However, those children receiving external support akin to Early Intervention should have the appropriate 'category' tab(s) assigned to their profile on the system, according to their need(s). Notes within their

records should clearly state what the intervention is, and who is providing it (please ensure contact details for this professional are on the child's ECMS records).

### 4.4 'One off' Cause for Concerns

For those schools using the Toolkit forms, staff will occasionally complete a Cause for Concern form about a child where a decision is made that the situation can be managed easily within school without the requirement for neither a Safeguarding/Early Intervention File to be opened. These individual child 'one off' Cause for Concern forms must be filed in **one** overall file (A-Z). The other forms in the Toolkit are not required, although schools can adapt the CFL to record conversations with parents and staple these all together; simply the Cause for Concern with clear decisions on the back sheet by the Safeguarding Lead. All 'one off' concerns **must** be shared with the child's parents so that they can address the need at an early stage and in order that the school is transparent that a concern has been raised. Should a pupil receive further Cause for Concerns forms indicating that Early Intervention would be appropriate, and/or there is a new but significant safeguarding incident/situation, the Safeguarding Lead, in conjunction with safeguarding colleagues in their team (and/or RSL), will decide whether a formal 'Safeguarding' File needs to be opened or if an 'Early Intervention File would be more appropriate.

In rare cases where a parent or child *could* be placed at increased risk of harm if the one-off concern is shared prior to more information being gathered, e.g., in potential domestic abuse scenarios, the rationale for **not** sharing the concern with the parent(s) must be recorded. In these situations, it would be logical that the child requires a Safeguarding File.

For schools using an ECMS, they do not have 'one off' concerns as the child's record is effectively always 'open'. All concerns must be shared with the child's parents so that they can address the need at an early stage and in order that the school is transparent. In cases where a parent or child *could* be placed at increased risk of harm if a concern is shared prior to more information being gathered, e.g., in potential domestic abuse scenarios, the rationale for not sharing the concern with the parent(s) must be recorded on the ECMS. In these situations, it would be logical that the child has a specific 'category' attached to their profile due to the risk/need.

### 4.5 Safeguarding Records

- 4.5.1 For schools using the Toolkit forms, the establishment of a 'Safeguarding' File, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to a child protection or safeguarding concern, or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events.

Schools using an ECMS will **not** have hard copy Safeguarding Files but will attach an appropriate 'category' of need for each child where a safeguarding concern arises.

Whatever system used in safeguarding scenarios, either the Toolkit forms or an ECMS, it needs to be borne in mind that what constitutes a 'concern' for one child *may* not be a 'concern' for another and the particular child's circumstances, developmental/chronological age and needs will differ. However, the Safeguarding Lead can draw knowledge from a variety of sources when deciding whether a child requires a Safeguarding File or a Child Protection category assigned to them on an ECMS, i.e., from their safeguarding colleagues within their school, their Safeguarding Lead peers in other Cognita



schools, their Headteacher/Principal, and/or their Regional Safeguarding Leads. Professional judgement will therefore be an important factor when making decisions; although remember abuse is always abuse.

4.5.2 Situations that would mean that a Toolkit form-led 'Safeguarding' File should commence, or a Child Protection related category assigned to a child's profile on an ECMS could be (but are not limited to):

- Any child referred to Social Services/Police/ following a disclosure (whether the external agency takes action or not);
- A number of more minor 'one off' concerns which accumulate to the child having unmet need/risk of harm;
- Any child who has experienced child on child abuse amounting to harm or perpetrated child on child abuse;
- Any child who has significant mental health difficulties e.g., actively self-harming and/or expressing suicidal ideation; (all children must have a risk assessment);
- Any child who presents as beyond their parent's control; or
- Any child who is impacted by their parents not meeting their needs, despite the latter being made aware of the concerns. Meetings will have been held to raise parental awareness about delays in development across all domains. For example, the need for an external learning assessment to be undertaken may have been suggested by the school/other professional but not accepted by the parents.
- Any child whose behaviour is causing themselves or other children/staff to be at risk of physical or emotional harm. All children in this category must have a risk assessment.

For school using the Toolkit forms, the point at which a 'Safeguarding' File is commenced, it is recommended that the main pupil file should have an indicator placed in the top right-hand corner to denote a separate Safeguarding File exists, whilst *striving to maintain confidentiality*.

For schools using Toolkit forms – you must create a separate file for each sibling (who attends your school). Much of the information may be duplicated, but children have individual needs that may require separate forms, for example a risk assessment.

4.5.3 For schools using the Toolkit forms, the Safeguarding File **must** have *in this order from front to back*:

- A Case Summary form;
- A File Cover Sheet;
- A Chronology (detailing only significant events);
- Numbered Cause for Concern forms in chronological order;
- If appropriate, Body Maps attached to the appropriate Cause for Concern form.
- Numbered relevant Communication File Log forms in chronological order;
- Numbered Case Review Forms, which should be completed at a minimum of 6 weekly intervals, demonstrating action taken and interventions to reduce risk of harm (see above).
- Original notes around disclosure must be retained (but clearly identified as such), as this is a contemporaneous account; they may be important in any

criminal proceedings arising from current or historical allegations of abuse or neglect. They can be attached to the appropriate Cause for Concern form.

- Safeguarding File Audits undertaken
- A Safeguarding Risk Assessment as needed
- Closure summary when needed

#### 4.5.4 For schools using an ECMS, the child's profile record must have:

- A brief noted summary (akin to the Case Summary; see above)
- Accurate and current details of contacts, ethnicity, religion, and other professional involved with the family (akin to the File Cover Sheet; see above)
- A Chronology (automatically pulled through)
- At least one 'Category' of need assigned to the child's profile indicating the main safeguarding concern (add others if relevant)
- Attachments of any internal minutes of meetings held with parents
- Attachments of any internal minutes of meetings held with external professionals
- Attachments of any external agency reports sent to school e.g., Social Services minutes of meetings/Educational Psychologist assessments
- *Numbered Case Reviews* (e.g., input Case Review 1, Case Review 2), which should be completed *at a minimum of 6 weekly intervals* (akin to the Case Review; see above).
- Original notes *around disclosure* may also be retained and uploaded as attachments alongside the Concern data input (only if clear and legible); they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
- Safeguarding File Audits undertaken- only noted in the Chronology (see above)
- A current Safeguarding Risk Assessment as needed

#### 4.6 Closing Safeguarding Files – for schools using the Toolkit forms only

Safeguarding Files must be reviewed every half term (minimum), as stated above, using the Case Review Form and discussed at formal Safeguarding Meetings. If it is decided at a Safeguarding Meeting that the concerns that warranted the file being opened are no longer present, or the child's needs are now being met and there is no ongoing risk, consideration can be given to closing the child's Safeguarding File. This decision must be made by the Safeguarding Lead and *at least one other safeguarding colleague/the Headteacher/Principal*. If needing advice about whether a file can or should not be closed, please do reach out to the RSL.

It is recommended that children's files should **not** be closed at the end of the Summer term if the child is expected back in the Autumn term (even if the needs appear to have been met); this is because the longer Summer holidays can often be a time where new needs emerge for vulnerable children or past ones reappear which create challenge. Best practice would be to have a wellbeing 'check in' with both the child and their parents at the start of the new term to ensure all is still stable and there are no arising concerns that warrant keeping the file open. If no concerns are raised by either party, then consideration can be given to closing the file **at the end of the first half term** so that sustained positive change can be evidenced.

The Closing Summary form should be placed *on top of* the Case Summary in the file, alongside a note made on the Chronology stating 'File Closed', clearly dated and signed off

by the Safeguarding Lead. Should new concerns or need arise once closed, then this file should be reopened using a new Case Summary form. The previous Chronology can be re-started by simply recording on the Chronology 'File Opened', clearly dated and signed by the Safeguarding Lead.

Schools using an ECMS are **not** required to use a Closure Summary Form in the same way as above due to all children being effectively 'open' on the system throughout their time in school. However, when a child's situation has ended and their case 'closed on the system' whilst their profile remains (i.e. their need has been met, or their safeguarding situation has ended) or when they leave the school, a closing entry should be placed on the system detailing a brief summary of any safeguarding concerns that were had during the child's time in school, how these were managed, and the outcome. Alternatively, the Closure Summary form within the Toolkit Appendices could be completed and uploaded as an attachment on the ECMS if preferred.

### 4.7 Record Transfer

#### 4.7.1 Safeguarding records

For schools based in the UK, whether using the Toolkit forms, **or an ECMS**, The Record Transfer Form should be used when any child (who has ever had a Safeguarding record whilst on roll) changes school within the year, or changes school at a normal point of transition.

For schools using the Toolkit forms, the Safeguarding File should be sent separately from the child's main school file via **secure post** or hand delivered only to the named Safeguarding Lead at the new establishment/school. **If using an ECMS the records should be provided to the receiving school in a similar manner (the receiving school usually requests)**. When using either system, please note on the record that the file has been sent onto the next setting.

**For schools outside of the UK, data protection laws can prevent schools from passing on safeguarding records. Please have a discussion with the parents about the child's needs/experiences and gain their consent to provide the child's next school with this information, with the rationale that this will support their needs and transition moving forwards. Please record when and who gave consent. The sending of any information to the child's destination school should be as above.**

Please remember that should any receiving school request a verbal telephone conversation prior to a child starting, safeguarding information cannot be revealed as this is sensitive data. Telephone conversations can be had once you can be sure the child has commenced. Be transparent with parents should this be happening where possible and be mindful that everything that is said may be recorded by the new school, and subsequently shared with the parents. With this in mind, it is vital that only facts are shared and no subjective hypothesis or judgement etc.

### 4.7.2 Early Intervention records

UK Government guidance (which underpins the main Safeguarding Policy and this Toolkit, requires only *Safeguarding Records* to be sent on, but it will be important for the child's Early Intervention records to be sent on so that they can receive the support in their receiving school. This must be done with the parents' knowledge; the recommendation is that the school encourages the parents/carers of that child to liaise with the new setting directly but also consent for your current school to contact them so that ongoing support can be achieved.

### 4.7.3 'One off' safeguarding concerns

All schools, whether they are using either the Toolkit forms or an ECMS, must also review any 'one off' safeguarding concerns that were managed swiftly (with no further concerns raised). If the need is still current and significant in any way, consideration must be given to passing on this information to the child's next school. However, these concerns should be taken on a case-by-case basis and sent with the parents' knowledge, with the provision of a clear rationale. Again, it is recommended that the school encourages the parents/carers of that child to liaise with the new setting directly, but also consent for your current school to contact them so that ongoing support can be achieved. If you are unsure whether to inform the child's next school of any 'one off' concerns, please contact your RSL to discuss. For school using the Toolkit forms, all 'one off' concerns for children leaving your setting should be retained and archived all together (A-Z).

### 4.7.4 Pastoral information

For those children who have an existing pastoral need, as above, the recommendation is that the school encourages the parents/carers of that child to liaise with the new setting directly but also consent for your current school to contact them so that ongoing support can be achieved.

*Remember that the legislation on data protection in Spain obliges us to consider how and what information we share with third parties, for example with another school, as the case may be and always after consulting with the Legal Team/Data Protection Team of Cognita. This will also be the case if it is considered important to share information about "early intervention" or specific concerns.*

## 4.8 **Letter of request**

Whether the school is using the Toolkit forms or an ECMS (and whilst the onus remains with the *child's previous school* to transfer safeguarding records to a child's new school) a letter can be sent to them requesting any safeguarding records for the child using the Letter of Request. If you do not receive a response, then do try again. If the school still fails to respond, please escalate to your RSL.

## 4.9 **Recording Practice**

### Communication Log Form

For schools using the Toolkit forms, a record of each meeting, email or telephone call to parents or other professionals must be recorded on a Communication Log Form kept within the Safeguarding File for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified and outcomes recorded.

For schools using an ECMS, all communications must be inputted into the system directly and any minutes of meeting uploaded as attachments (see above).

Please ensure that records of this type have sufficient detail and do not simply say “telephone conversation with x”. Bullet point if easier, for example:

*Conversation held with the child’s allocated social worker (name and role). The following was discussed:*

- X
- X
- X

### Chronology

For schools using the Toolkit forms, the Chronology will be a **brief** record of significant events only (see above). Each Cause for Concern form, and significant Communication File Logs, must appear on the Chronology with the *relevant numbering* (with a headline), along with any meetings that have taken place or referrals to external agencies/authorities that have been made.

For schools using an ECMS, the Chronology feeds through automatically.

### Actions

For schools using the Toolkit forms, more detailed recording on the back of the Cause for Concern form is needed and will include action points (made by the Safeguarding Lead), taking account of the holistic needs of the child, and any historical information held within the child’s file. Record why a certain action was decided, and a rationale, and also why another course of action was not suitable (KCSIE). In this way, a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

For schools using an ECMS, all actions taken by the Safeguarding Lead will be inputted directly onto the system using Action. These will be tasked to complete by the appropriate staff member. See above for the need to write your rationale.

## 5 Body Maps

### 5.1 First aid and hospital treatment

Whatever the Toolkit forms are used [or an ECMS](#), prior to completing a body map, the Safeguarding Lead MUST ensure that first aid is provided where required for the child. *Note - caution is needed; please consider if evidence will be lost should the school administer first aid.*

In safeguarding cases where the child is obviously unwell and requires hospital treatment, e.g., for a head injury, pain in the lower back or difficulty breathing, a member of staff should call for an ambulance urgently (i.e., there should be no delay waiting for the Safeguarding Lead). In most cases, the parents should be informed of medical action undertaken, however caution is needed should informing parents heighten any risk to the child, e.g., if the child has disclosed against their parents. In these instances, the Safeguarding Lead must contact the Police and/or Social Services to gain advice re informing parents but *must not delay in calling an ambulance*. This contact is likely to be in parallel with the Safeguarding Lead making a referral.

No staff members must take a child to the hospital in their personal vehicles unless *absolutely necessary* (two members of staff at all times, one to be the Safeguarding Lead or Deputy, and MUST be agreed by the Headteacher/Principal). If the child has disclosed abuse by their parent, the child should not be allowed to be collected from school to be taken to the GP/hospital by the parents unless the authorities have agreed/have knowledge

of this. There should be no delay, however. Please note in the records who has stated that it is agreed for parents to collect the child to seek medical treatment for them, including their role.

### 5.2 Procedure for Body Maps- when using either system of safeguarding recording

Two members of staff MUST be present during the completion of a body map.

Staff should not remove the child's clothing for the purpose of the examination

Staff undertaking the body map with the child should ensure that they do not get interrupted.

Staff undertaking the body map should ensure that the child is calm before they begin

Staff should end the procedure if the child becomes distressed

Staff must **NEVER** take photographic evidence of any injuries or marks to a child's person; this may jeopardise any Police investigation and may contribute to the abuse of the child. This type of behaviour could also lead to the staff member being taken into managing allegations procedure. On rare occasions, Social Services/Police may ask the school to take a photo of an injury. This must be done on a school device, with two members of staff present. The name and role of the person asking for this action must be recorded.

### 5.3 Recording a Body Map

Schools using the Toolkit Body Map form should always use a black pen (never a pencil) and do not use correction fluid or any other eraser. The date and time of the recording of the body map must be stated, as well as the name and designation of the two persons making the record. Add any further comments as required, including the child's presentation overall and anything they say whilst completing the body map.

For school using the Body Map functionality on their ECMS, please record location of injuries and description where appropriate in data cells.

The following information should be provided in respect of each mark identified on the child e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns.

For those using the Toolkit forms, a Cause for Concern form should be used to record the information below by the Safeguarding Lead, *following the Body map being completed and medical treatment provided.*

For those using an ECMS, the data cells on the Body map functionality should be used or the information directly inputted on the system by the Safeguarding Lead *following the Body map being completed and medical treatment provided.*

- Does the child express that they feel pain?  
*Caution* - does the child need hospital treatment?
- Has the child's body shape changed/are they holding themselves differently?  
*Caution* - does the child need hospital treatment?
- Is the child's mobility restricted as a result of the injury?  
*Caution* - does the child need hospital treatment?
- Does the site of the injury feel hot?  
*Caution* - does the child need hospital treatment?
- Does the child feel hot?  
*Caution* - does the child need hospital treatment?

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches (width, length and height).
- Approximate shape of injury, e.g., round/square or straight line, broken lines or broken shapes, *does it look like anything?* Only record this if it is very clear.
- Colour of injury - *if more than one colour, describe.*
- Is the skin broken? How is it broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?  
*Caution* – will you remove forensic evidence if you clean this?

## 6 Internal/Peer Auditing Pupil Records

The Internal/Peer Auditing Pupil Records form in Appendix 11 provides a template to use when auditing the quality of safeguarding recording.

The Headteacher/Principal **must** complete an audit on 'a sample' (see below) of safeguarding cases *at least once every term* so that they have oversight. Audits can also be undertaken by the Regional Safeguarding Lead, and/or any member of the safeguarding team/ Safeguarding Lead from another Cognita school to ensure ongoing good practice and learning. When an audit is completed, a note that this action has been done must be recorded on their record.

### 6.1 Background

Serious case reviews and domestic homicide reviews have repeatedly identified poor record keeping by schools as a problem. Heads, Safeguarding Leads, and proprietors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil safeguarding records each term.

### 6.2 Purpose

The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice or highlight what is working well so that this best practice can be shared with other Cognita schools.

### 6.3 Sample

Clearly the more safeguarding records that are examined, the fuller the picture around processes in the school will be achieved. However, this needs to be balanced against the time demands of an audit, and the number of "active" safeguarding cases. In smaller schools, looking at one safeguarding record from each year group might give sufficient information, while in larger schools two from each year group might seem more appropriate. In a larger secondary school, the audit may need to look at as many as three or four safeguarding records from each year group in their sample.

### 6.4 Confidentiality

Material within pupil's safeguarding records is often of a very sensitive nature; therefore, the highest standards of confidentiality are required by anyone reading this information. Those auditing hard copy safeguarding files used by schools using Toolkit forms, must **never** remove the file from the school when undertaking an audit.

### 6.5 Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to how well safeguarding records are

maintained. Following the audit, there should be a discussion, with the Safeguarding Lead initially, about any areas of good practice and any gaps in practice or information identified. The intention is not to criticise any individual member of staff, but to see what lessons the school community as a whole need to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

### 6.6 Database

This hard copy template/other electronic version of a database (not ECMS) can be used to manage active Safeguarding cases and have a clearer oversight of numbers. Schools using the Toolkit forms within Safeguarding Files can keep up to date lists of opening and closing on this database, along with review dates. Specific details about the reason for the Safeguarding File existing do not need to be recorded in the database, as these will all be within each child's individual file on the Case Summary. This database should be stored securely, and only accessed by the Headteacher/Principal, Safeguarding Lead and Deputy.

Schools using an ECMS are able to use the functionality within the system to see which children have safeguarding needs at a glance and print this information off if necessary (please contact your provider if needing support to use this functionality).

Early intervention cases should also be included or can be tracked on a separate form.

It is also useful for schools using the Toolkit forms, to keep a database (A-Z), of all children who have had Safeguarding records which have been closed so that they can be easily retrieved from archive if needed again, either when the child is still in school and a new concern arises, or if a concern is raised about a child who has since left the school who historically had a Safeguarding File whilst on roll. This database could also be used to manage any Early Intervention Files, as long as there is a clear distinction made between Early Intervention and Safeguarding Files.

Schools using an ECMS will have an existing category of needs assigned to the child's profile throughout the time that they are on roll. However, it may be useful for them to keep a database of children leaving school who have had safeguarding records, in the event that enquiries are made in the future.

## 7 List of Appendices

Forms to be used by schools using the Toolkit forms

Schools using an ECMS will use Appendices 8, 9, 11, 12, 13, 16, 17, 20, 21 and 22. They are also able to use 5 and 10 (if not using ECMS functionality); and 18 (as an attachment)

<b>Appendix 1</b>	<u>Case Summary Form</u>
<b>Appendix 2</b>	<u>File Cover Sheet</u>
<b>Appendix 3</b>	<u>Chronology</u>
<b>Appendix 4</b>	<u>Cause for Concern Form</u>
<b>Appendix 5</b>	<u>Body Maps</u>
<b>Appendix 6</b>	<u>Communication File Log</u>



<b>Appendix 7</b>	<u>Closure Summary Form</u>
<b>Appendix 8</b>	<u>Record of Transfer of Safeguarding Information</u>
<b>Appendix 9</b>	<u>Letter of request to previous school</u>
<b>Appendix 10</b>	<u>Database</u>
<b>Appendix 11</b>	<u>Internal Peer Audit of Records</u>
<b>Appendix 12</b>	<u>Low Level Concern (LLC) Form or Self-Report</u>
<b>Appendix 13</b>	<u>Self-Reporting Form</u>
<b>Appendix 14</b>	<u>Allegation Form</u>
<b>Appendix 15</b>	<u>Allegation Actions Records (A-D)</u>
<b>Appendix 16</b>	<u>Letter to Social Services (UK only)</u>
<b>Appendix 17</b>	<u>Suggested Safeguarding Meeting Agenda and Minutes</u>
<b>Appendix 18</b>	<u>Case Review Form</u>
<b>Appendix 19</b>	<u>Record of Incidents - HSB, SH and SV</u>
<b>Appendix 20</b>	<u>Record of Use of Reasonable Force</u>
<b>Appendix 21</b>	<u>Safeguarding Risk Assessment</u>
<b>Appendix 22</b>	<u>Visiting Speakers Form</u>

Appendix 1: Case Summary Form

<b>School name</b>		
<b>Name of pupil</b>	<b>Date of birth</b>	<b>Class/Year Group</b>
<b>Name of staff member completing form</b>	<b>Name of witness (to opening of file)</b>	
<b>Role of staff member completing form</b>	<b>Role of witness (to opening of file)</b>	
<b>Signature of staff member completing form</b>	<b>Signature of witness (to opening of file)</b>	
<b>Date of File Opening</b>		

<b>Reasons for opening the file (tick each relevant box)</b>			
<b>Parental dispute causing emotional harm</b>	<input type="checkbox"/>	<b>Neglect</b>	<input type="checkbox"/>
<b>Child on Child abuse</b>	<input type="checkbox"/>	<b>Physical abuse</b>	<input type="checkbox"/>
<b>CSE</b>	<input type="checkbox"/>	<b>Sexual abuse</b>	<input type="checkbox"/>
<b>FGM</b>	<input type="checkbox"/>	<b>Emotional abuse</b>	<input type="checkbox"/>
<b>Mental health issue (child/parent)</b>	<input type="checkbox"/>	<b>Domestic abuse</b>	<input type="checkbox"/>
<b>Substance misuse (child/parent)</b>	<input type="checkbox"/>	<b>Other:</b>	<input type="checkbox"/>
<b>Any form of child exploitation</b>	<input type="checkbox"/>		<input type="checkbox"/>
<b>Brief summary:</b>			

*Confidential*

**Appendix 2: File Cover Sheet**

This record is to be placed at the front of the pupil's Safeguarding File **after** the Case Summary

<b>Name of school</b>	
<b>Name of pupil</b>	
<b>Date of birth</b>	
<b>Address</b>	
<b>Parent/carer details</b>	<b>Parent 1</b>  <b>Parent 2 (if applicable)</b>
<b>Contact number/s</b> (at least 2 needed)	1. 2. 3.
<b>Parental Responsibility?</b>	Parent 1 Parent 2
<b>Known Court Orders in place?</b> Name and date	
<b>GP contact details</b>	

<b>File opened</b>	
<b>Name of person</b>	
<b>Role in school</b>	
<b>Date opened</b>	

<b>File closed</b>	
<b>Name of person</b>	
<b>Role in school</b>	
<b>Date closed</b>	

<b>File transferred (see separate transfer template)</b>	
<b>Name of person</b>	
<b>Role in school</b>	
<b>Date transferred</b>	

<b>Members of household</b>			
<b>Name</b>	<b>Age/DOB</b>	<b>Relationship to child</b>	<b>Contact number</b>

<b>Significant others (e.g., relatives, carers, friends, child minders, etc.)</b>			
<b>Name</b>	<b>Age/DOB</b>	<b>Relationship to child</b>	<b>Contact number</b>

<b>Other agencies involved</b>		
<b>Named person</b>	<b>Agency</b>	<b>Contact details</b>





To be completed by the Safeguarding Lead

<b>Impact on Child</b>				
Include any evidence of physical, social, emotional, cognitive development, behaviour, attendance				
<b>Risk to Child</b>				
Include short and long-term risks, i.e., what could happen without intervention				
<b>Action</b>				
<b>Who is doing the task?</b> <b>Full Name</b>	<b>What needs to be done?</b> <b>Name the task/intervention</b>	<b>Why this course of action and not another?</b> <b>What are the risks of the other course?</b>	<b>By when</b> <b>Date</b>	<b>Task Completed?</b> <b>Y/N/tick and date.</b>

Please note that commentary on any actions that involve meetings, calls, emails etc must be recorded in full using File Communication Logs.

*Confidential*

**Appendix 5: Pupil Body Map**

School name		
Name of pupil	Date of birth	Class/Year Group
Names of staff members completing form (the Safeguarding Lead /Deputy OR another)		
1.	2.	
Date	Time	

**PUPIL BODY MAP**

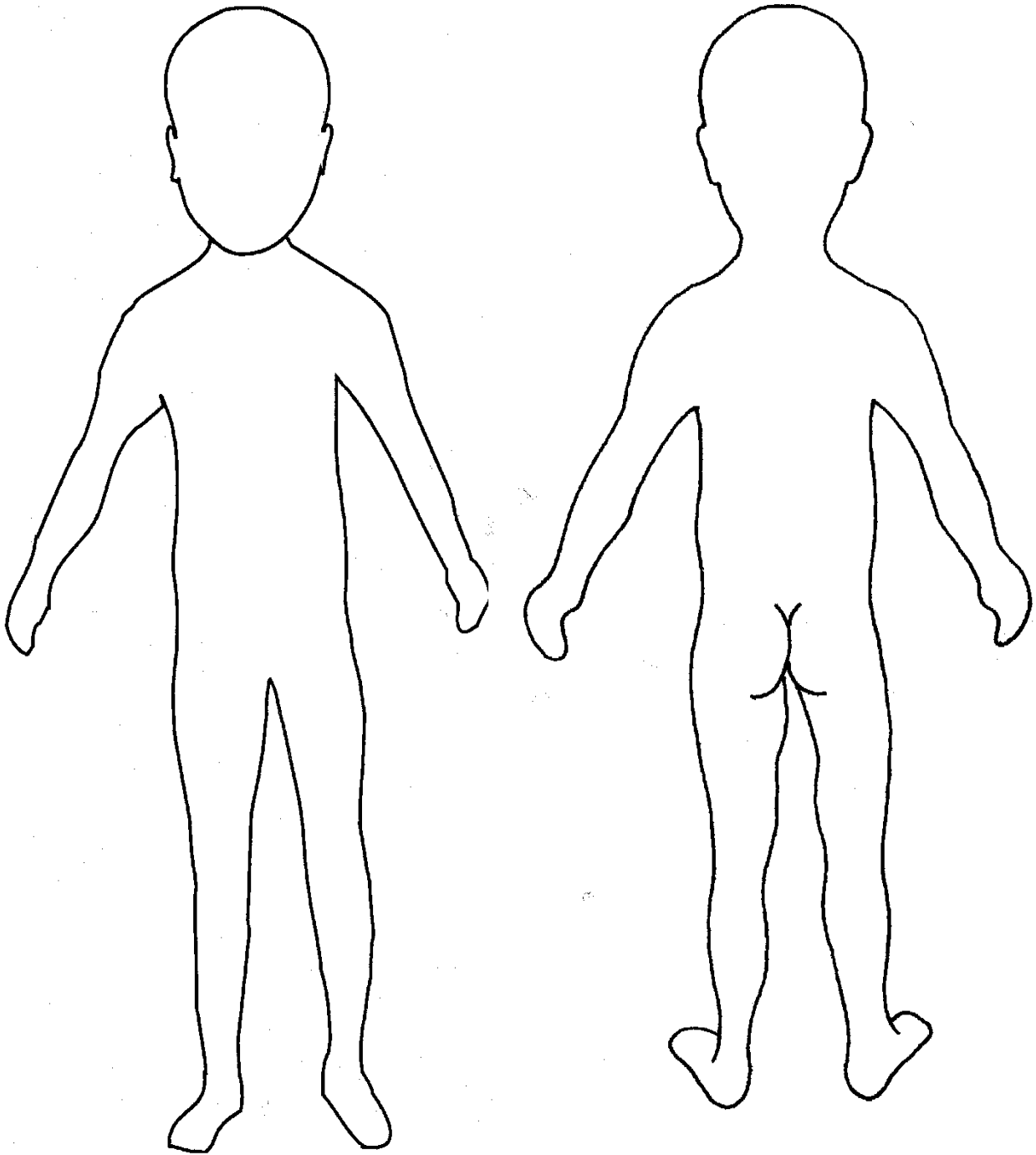
(This must be completed at time of observation)

**Check:**

- Does the child express that they feel pain?  
*Caution* - does the child need hospital treatment?
- Has the child's body shape changed/are they holding themselves differently?  
*Caution* - does the child need hospital treatment?
- Is the child's mobility restricted as a result of the injury?  
*Caution* - does the child need hospital treatment?
- Does the site of the injury feel hot?  
*Caution* - does the child need hospital treatment?
- Does the child feel hot?  
*Caution* - does the child need hospital treatment?
- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches (width, length and height).
- Approximate shape of injury, e.g., round/square, or straight line, broken lines, or broken shapes, *does it look like anything?*
- Colour of injury - *if more than one colour, describe.*
- Is the skin broken? How is it broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.? *Caution* – will you remove forensic evidence if you clean this?

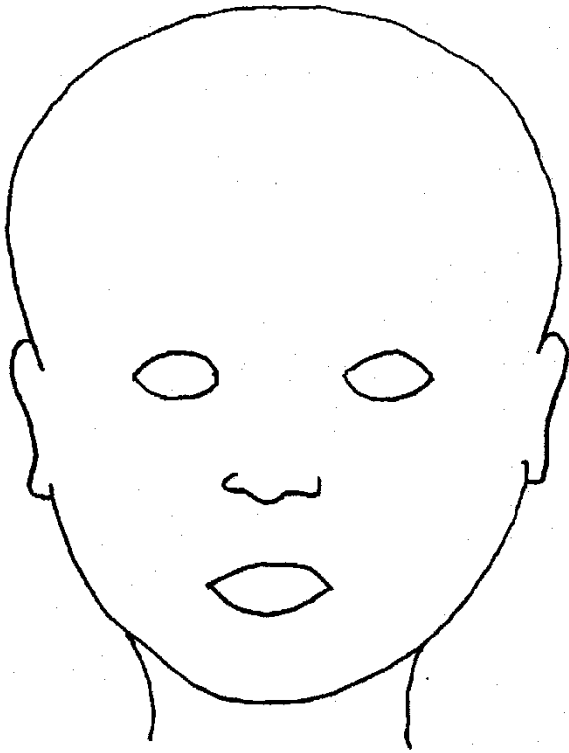


Name of Pupil: \_\_\_\_\_ Date of observation: \_\_\_\_\_

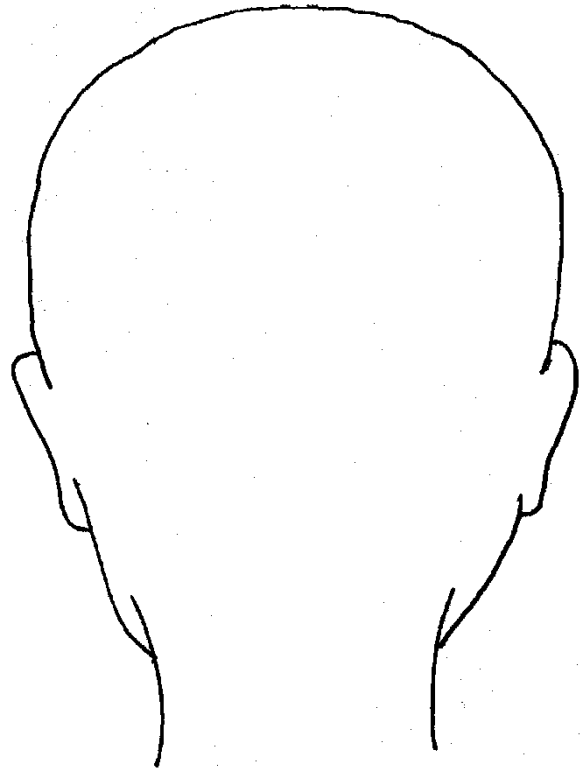


Name of Pupil: .....

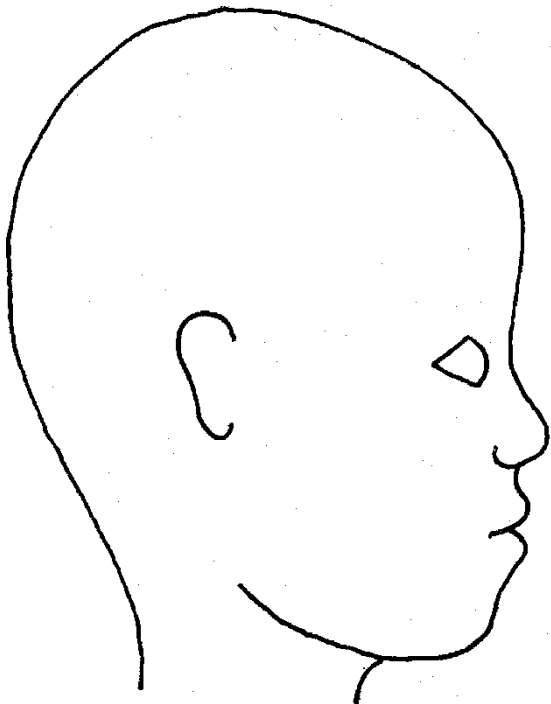
Date of observation: .....



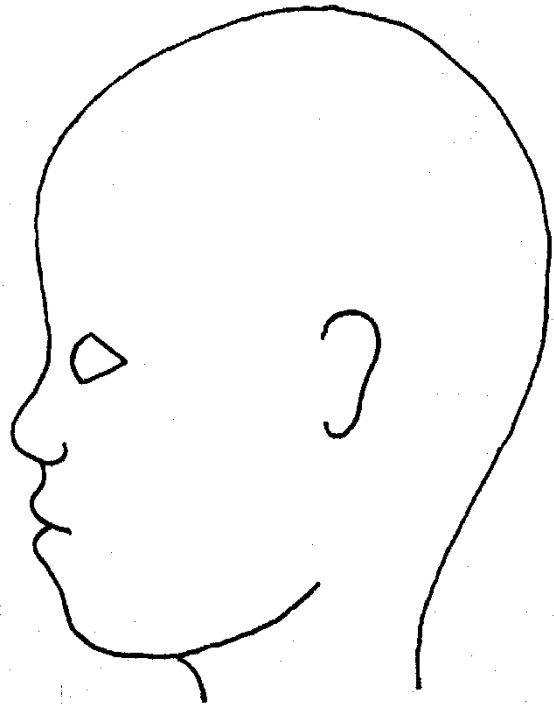
**FRONT**



**BACK**



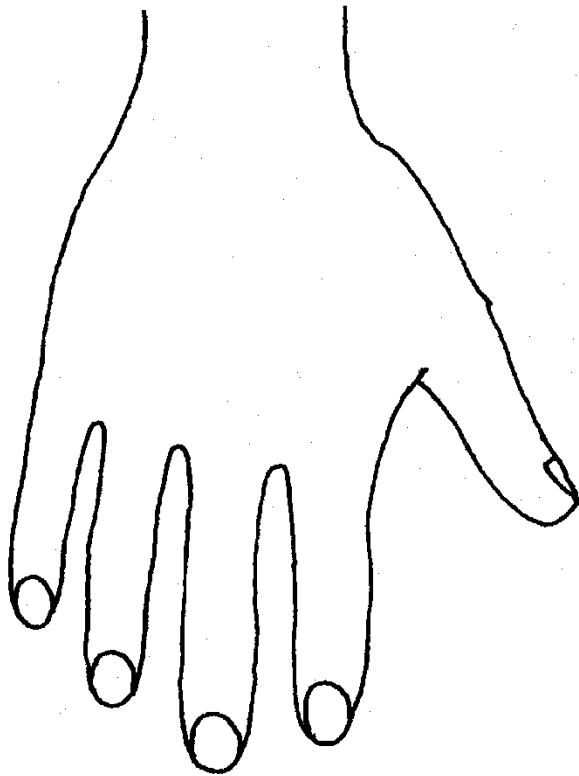
**RIGHT**



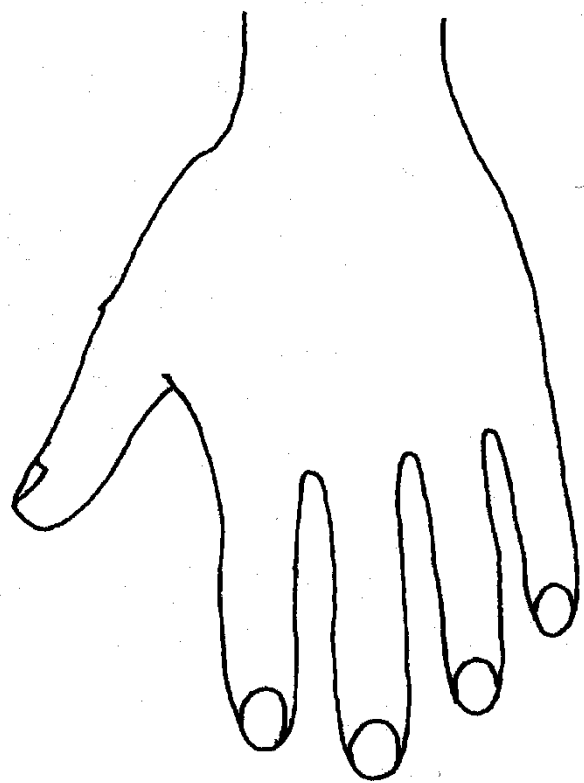
**LEFT**

Name of Pupil: .....

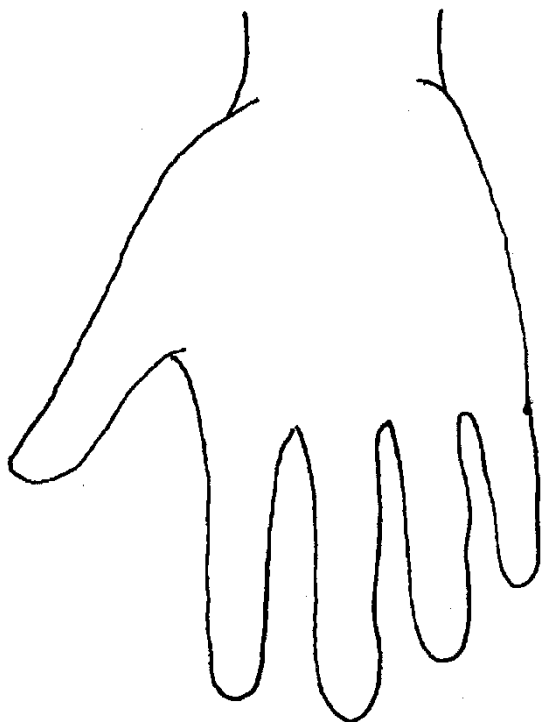
Date of observation: .....



**R  
BACK**



**L**



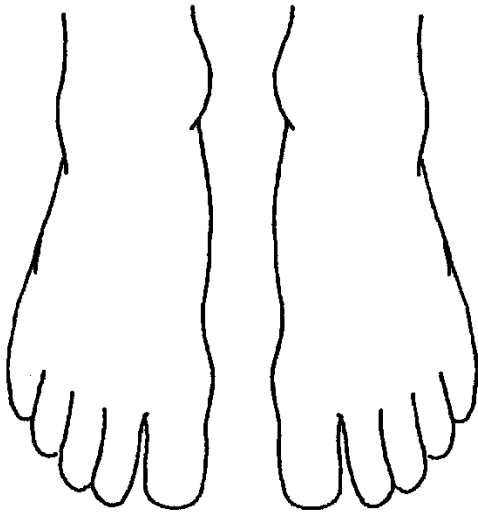
**R  
PALM**



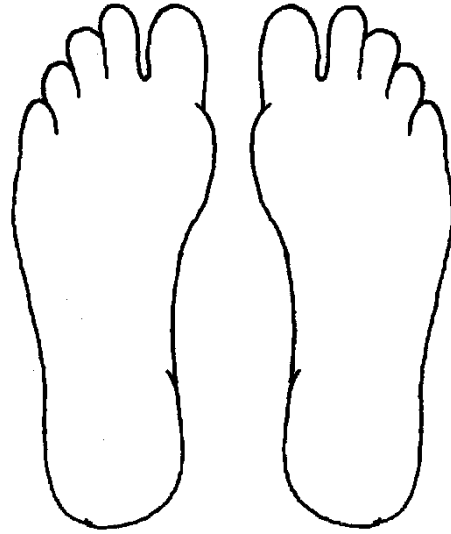
**L**

Name of Pupil: \_\_\_\_\_

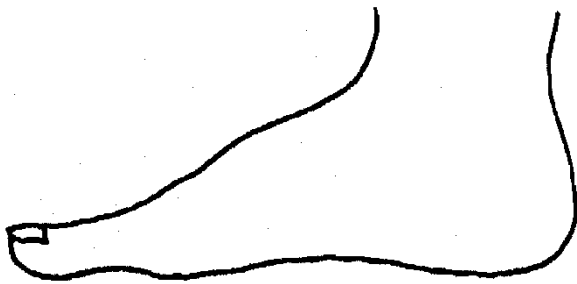
Date of observation: \_\_\_\_\_



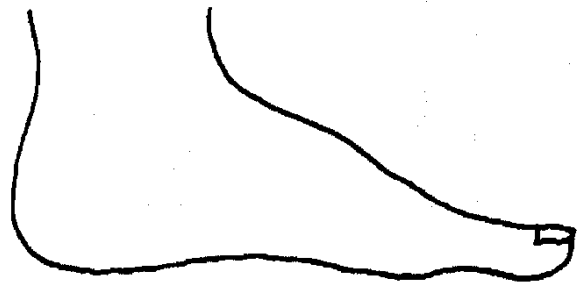
R TOP L



R BOTTOM L



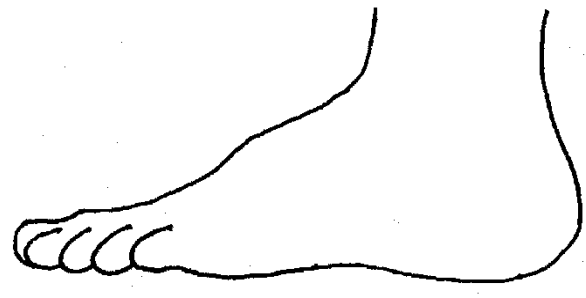
R  
INNER



L



R  
OUTER



L



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Appendix 7: Closure Summary

<b>School name</b>		
<b>Name of pupil</b>	<b>Date of birth</b>	<b>Class/Year Group</b>
<b>Case Opening Date</b>		<b>Case Closing Date</b>

**Please remove notes in yellow once the form is completed.**

**Causes for Concern** - a brief outline of the reason the file was opened in the first place- what happened, what were the main concerns you had- NB this should tally with your Case Summary form.

**Referrals made** - listing agencies and contact persons including phone numbers or write "None".

**Interventions** - listing your **main** interventions with parents, discussions with authorities (e.g., Social Services, Police), any assessments, professional meetings, one to one support in school, private therapy (name), signposting parents to Early Intervention agencies (name)

Essentially, what did you/others do to reduce risk of harm and support the child?

**Outcome for child** – detail any progress made and any positive impact on the child. Has the risk reduced? What is life like now for the child?

**Reason for Closure** - a brief summary of any risk reduced or matters addressed, including where appropriate provisions for continued services, listing agencies and contact persons with phone numbers.

**Contingency** - on all cases write "Should concerns arise in the future of a different or similar nature then consideration may be given to re-opening this file."

<b>Safeguarding Lead name</b>	<b>Signature</b>
<b>Headteacher/Principal name</b>	<b>Signature</b>

*Confidential*

**Appendix 8: Record of Transfer of Safeguarding Information**

Information must only be passed **to the named Safeguarding Lead or Headteacher/Principal at the receiving school. For use when schools are not using ECMS.**

Name of child:

DOB:

<b>Sending school- this is your school (remove yellow)</b>
School name:
Address:
Phone no:
Headteacher/Principal:
Safeguarding Lead:

<b>Receiving school- this is the school where the child is going to (remove yellow)</b>
School name:
Address:
Phone no:
Headteacher/Principal:
Safeguarding Lead:

<b>Sent by</b>	<b>Received by</b>
Name	Name
Role- <b>Safeguarding Lead</b>	Role- Safeguarding Lead/Headteacher/Principal
Signature	Signature
Date	Date

*Confidential*

**Appendix 9: Letter of Request**

**Letter to another school requesting Safeguarding Records for a child that has joined your school**

***Should be sent either by email or by post on school letter headed paper***

Dear Designated Safeguarding Lead/Child Protection and Wellbeing Coordinator,

**Request for Safeguarding records**

Name of pupil(s):

DOB:

- XXX
- YYY
- ZZZ

In accordance with safeguarding procedures for children moving schools, please could I ask you to share any relevant safeguarding or child protection information you may have for the above-named child/children who I believe has/have been enrolled with us from your school.

If you have any safeguarding files or electronic child protection records for any of the above pupil(s), please send them to me (only) via secure post in a sealed envelope marked 'strictly confidential'/using the child's URN.

**It would also be helpful if you could let me know should there be no child protection records relating to any of the above-named pupil(s) so that we can record this on our own records.**

If there are particular concerns, I would be happy to talk with you to discuss them in order that we can ensure we provide appropriate support for the child and family in a timely manner. My contact details are **(Insert your email address and telephone number)**.

Any records passed on to me will be kept confidentially in accordance with safeguarding procedures and only accessed by the Safeguarding team. If I receive further information or disclosures, it may become necessary to discuss those records with an appropriate external agency.

Please also feel free to contact me should you think it might be necessary to share the detail of any significant pastoral or academic issues, particularly those that might have involved outside agencies, which might be relevant to this child's education moving forward.

I would appreciate a response to this request by **(Insert date)**.

Yours faithfully,

Safeguarding Lead



*Confidential*

**Appendix 10: Database** (please adapt to make workable for your school and team)

<b>Name of school</b>	
<b>Safeguarding Lead Deputy(ies)</b>	
<b>Date last updated</b>	

<b>Name of child</b>	<b>DOB</b>	<b>Date of Opening File/first concern</b>	<b>Main concern</b>	<b>Status:</b> <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Open to Social Services</li> <li>• Open to Police</li> </ul>	<b>Date of closing</b>

*Confidential*

**Appendix 11: Internal/Peer Audit of Records**

- Complete for schools using the Toolkit forms
- Complete for schools using an ECMS
- Complete for both recording systems

Audits should be noted in the Chronology on both Toolkit file and ECMS as ‘Record Audit undertaken’. School using Toolkit forms should put this form at the back of the child’s file. Those using a ECMS should store their internal audits separately, in a separate file within the school. Please do not upload the audit onto the child’s ECMS record as this is an internal document.

<b>Child’s name</b>	
<b>Date audit completed</b>	
<b>Name of person completing the audit</b>	

Checklist	Yes /No	Follow up action	By whom	Review date
Does the child’s main pupil record have a clear marker on it to indicate that safeguarding records are also held?				
Does the record have an understandable ‘Case Summary’?  Do you know quickly why the file was opened?  Has the child been assigned the appropriate coloured ‘categories’ of need?				
Does the file have an up-to-date and complete File Cover Sheet?  Are all the child’s details on the system profile? <i>If not, also update SIMs.</i>  Is it clear whether or not the child has other professionals external to the school supporting them? Are their contact details present?  Does the MIS have 2 emergency contact numbers? Does the MIS have those with PR? Does the MIS have a note of whether there are any court orders in play?				
Does the record have a clear Chronology of significant events/concerns?				

## Safeguarding Lead Toolkit

<p>In terms of actions, is it understandable at a glimpse what is going on for the child in terms of interventions?</p> <p>Is the last record entry within the last two weeks?</p> <p>Was there a Case Review held within the last half term <i>or less</i>?</p>				
<p>Is every entry in the file dated, and have the name of the person who wrote the entry? <i>Cause for Concerns need a signature too.</i></p> <p>Has the Cause for Concern got clear decisions on it? (see below for rationales)</p>				
<p>Have telephone calls/emails and discussions/meetings with parents and/or other agencies been recorded on Communication File Log forms and is it clear from these notes what action is to be taken and by whom?</p> <p>Are there minutes of meetings held within the file?</p> <p>Have the above communications been clearly recorded on the system?</p> <p>Are there minutes of any meetings that have been held uploaded as attachments on the system?</p>				
<p>Is there evidence that the school's Safeguarding Lead has good oversight of the child's needs and has taken the necessary actions in a timely manner?</p> <p>Is there are rationale provided for why this course of action was chosen over others?</p>				
<p>Is there evidence that the Safeguarding Lead has made the necessary referrals to external agencies?</p> <p>Are the referrals that have been made present in the child's record and the outcome recorded?</p> <p>Have these referrals been followed through, and further action taken if dissatisfied with any outcome i.e. escalated?</p>				

## Safeguarding Lead Toolkit

<p>If meetings relating to the child and their family have occurred with external agencies, did the school:</p> <ul style="list-style-type: none"> <li>i) send a report if requested?</li> <li>ii) send a representative?</li> <li>iii) receive minutes of the meeting?</li> <li>iv) complete any actions they were assigned by the meeting?</li> <li>v) ensure that other key people in school were aware of any important issues following the meetings?</li> </ul>				
<p>If injuries to the child have been noted by school, did safeguarding staff use a body map?</p> <p>Were the records clear of any medical treatment given?</p>				
<p>If the pupil has transferred <b>in</b> from another school, is there evidence that the Safeguarding Lead from this school and previous school discussed the pupil at transfer and that a note was made of that discussion?</p> <p>For a pupil who transferred <b>out</b> of the school recently, did the Safeguarding Lead make contact with the Designated Person at the new school once they had started? Is there a note to that effect?</p> <p>Were the pupil's safeguarding records delivered (securely by post/ECMS) to the new school? Is there evidence that the record was received?</p>				
<p>Has the child got a Safeguarding Risk Assessment?</p> <p>Is there evidence that the information, including concerns and control measures, have been shared/co-constructed with the parents and child?</p> <p>Is there evidence that this has been reviewed regularly?</p> <p>Is there evidence that this risk assessment includes aspects related to educational visits?</p>				

<b>Action points from this audit (what, when, who)</b>
<b>Learning to be shared within school (what, when, who)</b>
<b>Learning to be shared with the Regional Safeguarding Lead to cascade to other schools</b>

*Confidential*

**Appendix 12: Low Level Concern (LLC) Form**

**Page 1**

*See Safeguarding Policy for more information about low level concerns*

<b>School name</b>	
<b>Name of adult making the report and signature</b>	
<b>Role in school</b>	
<b>Adult referred to in LLC and their role</b>	
<b>Child referred to in LLC and their Class/Year</b>	<b>If a child was involved</b>
<b>Names of any witnesses</b>	
<b>Date</b>	

<b>Brief summary of information</b>
<p><b><u>Date of receipt of LLC or Self-Report (CPC and/or Headteacher/Principal):</u></b>  <b>Name:</b>  <b>Role:</b>  <b>Signature:</b></p> <p>Date that the LLC was shared and discussed by the CPC and Headteacher/Principal:</p> <p>Date that the LLC was shared and discussed with the RSL and/or Head of HR (as required where there is consideration that this is an Allegation):</p>

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Appendix 12: Low Level Concern (LLC) Form

Follow up Actions Required by Safeguarding Lead /Headteacher/Principal:

What	Who by	By when	Completed

**Record of meetings held and content:** please describe who met who, and briefly summarise the discussions held (delete yellow after recording). These can be attached if preferred. Add in any further actions needed after meetings held above.

*Confidential*

**Appendix 13: Self-Report Form**

**Page 1**

*See Safeguarding Policy for more information about Self-Reporting*

<b>School name</b>	
<b>Name of adult making the report and signature</b>	
<b>Role in school</b>	
<b>Child referred to in self-report and their Class/Year</b>	<b>If a child was involved</b>
<b>Name and role of any witness</b>	
<b>Date</b>	

<b>Summary of information</b>
<p><b><u>Date of receipt of Self-Report (CPC and/or Headteacher/Principal):</u></b>  <b>Name:</b>  <b>Role:</b>  <b>Signature:</b></p> <p>Date that the SR was shared and discussed by the CPC and Headteacher/Principal:</p> <p>Date that the SR was shared and discussed with the RSL and/or Head of HR (as required where there is consideration that this is a matter that could be an LLC/ Allegation):</p>



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Appendix 13: Self-Report Form

Follow up Actions Required by Safeguarding Lead /Headteacher/Principal:

What	Who by	By when	Completed

**Record of meetings held and content:** please describe who met who, and briefly summarise the discussions held (delete yellow after recording). Add in any further actions needed after meetings held above.



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Appendix 15: Allegation Actions

Record A (a)

<b>School name</b>		
<b>Pupil(s) to which alleged harm has occurred</b>	<b>Date of birth</b>	<b>Class/Year Group</b>
<b>Staff member alleged to have caused harm</b>	<b>Date of birth</b>	<b>Role</b>
<b>Name of staff member making the allegation</b>	<b>Role of staff member making the allegation</b>	
<b>Members of staff managing the allegation (2): Headteacher/Principal and other</b>		
1.	2.	
<b>Date of form completion</b>	<b>Time of form completion</b>	<b>Body maps attached?</b>
		Yes / No

**Do's**

**HEADTEACHER/PRINCIPAL/other**

- **Do** inform your, MD, HoHR and RSL of the allegation IMMEDIATELY for an initial internal strategy meeting.
- **Do** address the issue with local social services or the police initially if advised by the above persons.
- **Do not** investigate further before the above two steps are taken.

The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action.

Suspension **must** be considered in every case where:

- There is cause to suspect a child is at risk of Significant Harm;
- The allegation warrants investigation by the Police; or
- The allegation is so serious that it might be grounds for dismissal.

**The decision to suspend rests with the employer** alone and it cannot be requested by another agency, although the school should have regard to the views of investigative agencies, if involved.

**The rationale for having suspended or not having suspended a member of staff MUST be recorded. All other options must be considered.**

**Don'ts**

- **Do not** ask the child to make a written statement.
- **Do not** take photographs of any injuries.
- **Do not** interview/alert the staff member OR the parents about the allegation until the initial discussions have been undertaken and agreed decisions made



## Allegations Actions

Record B

**Immediate considerations following an allegation being received**

What	Y/N	Who (print name)	Completed
Does anything need to be done to immediately protect the child(ren)? Is there a transfer of risk to other pupils or staff? <b>Think:</b> will this alert the alleged perpetrator and jeopardise investigations or evidence? <u>What needs to be done:</u>			
Have you informed the HoHR, MD and RSL?			
Do you need to inform Police (has a criminal offence committed)?			
Have the parents been informed? <b>Only when it has been agreed by the authorities what information can be disclosed.</b>			
Has there been an <b>internal</b> strategy meeting to share information? <i>(All of the above named Cognita parties must have a conference call/face to face meeting in order to share information, be joined up in approach and have the same understanding of what has occurred - see below forms)</i>			
Do the Communications Team need to be consulted? (in cases where there could be potential reputational damage) <b>This will be decided at the internal strategy meeting.</b>			
Do we need legal advice? <b>This will be decided at the internal strategy meeting.</b>			
What is happening to the staff member that the allegation is about? <i>Remember all options should be considered, any decision to suspend the staff member can only be made by the MD in collaboration with the RSL, and HoHR, and where there is no reasonable alternative. Please see above re suspension – a record must be made here of all options considered and rational for having to suspend.</i>			
How are we supporting the staff member? In situations where they have been informed of the allegation.			

**Allegations Actions**

**Record C**

Record of Internal Strategy Meeting - form to be completed by the Headteacher/Principal

**Note: this meeting must be held within 1 day of the allegation being made**

**DATE:**

**TIME:**

Attendees/representatives	Apologies	Role
Head of HR:		
Regional Safeguarding Lead:		
Headteacher/Principal:		
Safeguarding Lead (DSL/CPC):		
Communications Team:		
Legal Representative:		
Other		

**Information shared:**

**Established facts:**

**Any reputational considerations:** “how best to manage speculation, leaks and gossip” (WTSC 23)

**Further internal actions following Internal Strategy Meeting**

What needs to happen	By whom	By When	Completed
Written risk assessment			

Allegations Actions

Record D

**Further considerations following any *internal* investigation**

What needs to happen?	Y/N	Who to complete (if relevant)	By when	Completed
Has the investigation report been finalised by the author?				
How are we supporting the child in school?				
Are there to be any disciplinary measures?				
How are we supporting the staff member?				
Has the Regional Safeguarding Lead been informed of the outcome of the investigation if they were not the author?				
Have the MD, and HoHR been informed of the outcome of the investigation?				
Is a record of the investigation report on the staff member's file*?				
Do we need to update the Police (after advice)?				
Do we need to update the parents (after advice)?				
Other:				

**\*Note:** Details of any allegations that are found to be malicious should be removed from personnel records. All other records should be kept on the staff member's file.

**Note:** False, unsubstantiated or malicious allegations should not be included in employer references.

**Note:** If the allegation is malicious or unsubstantiated, social services should refer the case to the local authorities to clarify whether the child is in need of services or has been abused by someone else.

*Confidential*

### Appendix 16: Letter to Social Services (England/Wales only)

This can be adapted for introduction to other agencies for those leads outside of the UK.

September 2024

<FAO Business Manager>  
<Name of local Social Services>  
<Address>

Dear colleague,

#### **Introduction to Social Services**

The purpose of this letter is to express our willingness to engage with the local Social Services.

We are an independent school which is part of the Cognita group. We take our safeguarding responsibilities seriously and will actively engage with other agencies and professionals to ensure the highest standards of safeguarding in our school.

The key contacts within our school are:

Designated Safeguarding Lead  
<name>  
<contact details>

Headteacher/Principal  
<name>  
<contact details>

We would be grateful if you could ensure that we are added to any mailing lists in order to ensure that we receive the latest information about lessons learned and training in our locality.

Yours sincerely,

<name>  
Headteacher/Principal/Safeguarding Lead



*Confidential*

**Appendix 17: Safeguarding Meeting Agenda and Minutes**

**AGENDA**

**Previous Minutes – sent in advance**

**SCR**

**Live Risk Assessments** (Staff – associated with SCR only)  
Live Risk Assessments (Children)

**Attendance Report** (reported as %)  
**Update on Safeguarding Action Plan**

**Educational Visits**

**Update on Databases** (Safeguarding and Early Intervention)  
*Children for discussion, new concerns, new information*  
*Files to be closed (Toolkit form schools only)*

*Do any children have safeguarding concerns have mental health concerns?*  
*Do any children who have mental health concerns also have safeguarding concerns?*  
*Educational attainment – how are we supporting and monitoring?*

**Peer reflection**

*What went well with safeguarding cases/incidents?*  
*What are our lessons learnt?*  
*Did we feel our beliefs or values impacted on our view of the situation or decision making?*  
*Did we find anything that challenged us and where did we get support, knowledge or information?*  
*How could we have improved our recording on this case?*

**Anti-Bullying and Behaviour**

*How are we supporting those children who have protected characteristics?*  
*Are we seeing any patterns or trends?*  
*What are this month's anti-bullying/positive relationships initiatives?*  
*Are we aligning with our policies for every incident?*  
*Are we sanctioning and supporting in tandem?*

**Training Log Management**

**Training/workshop feedback**

**Termly Safeguarding Data discussion/monitoring**

**Discussion Point/Hot Topic**

**AOB**

**Agree date of next Safeguarding Meeting**

<b>Minutes of Safeguarding Meeting</b>	
<b>Date</b>	
<b>Attendees</b>	
<b>Review of previous minutes for last meeting – sent in advance</b>	<i>Any points brought forward:</i>
<b>SCR</b>	
<b>Live Risk Assessments Staff</b>	<i>Opened Closed</i>
<b>Risk Assessments Children</b>	<i>Opened Closed</i>
<b>Attendance Report</b> (reported as %)	
<b>Safeguarding Action Plan update</b>	
<b>Update on Databases</b>	<p><b>Safeguarding</b></p> <p><b>Early Intervention</b></p> <p>Updates related to children should either be recorded on a Case Review form (Toolkit schools) <i>or directly onto ECMS</i></p>
<b>Educational Visits</b>	<p><i>Have we risk assessed for vulnerable children</i></p> <p><i>Have we completed post trip evaluations</i></p> <p><i>Has everyone on the trip completed the required training according to Training Matrix</i></p>
<b>Peer reflection</b>	<p><i>What went well with safeguarding cases?</i></p> <p><i>What are our lessons learnt?</i></p>

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	<p><i>Did we feel our beliefs or values impacted on our view of the situation or decision making?</i></p> <p><i>Did we find anything that challenged us and where did we get support, knowledge or information?</i></p>
<b>Anti Bullying and Behaviour</b>	
<b>Training Log/workshop feedback</b>	
<b>Termly SG Data Collection</b>	
<b>Discussion Point/Hot Topic</b>	<i>Points of learning or development</i>
<b>Other</b>	
<b>AOB</b>	
<b>Date for next meeting (4-6 weeks)</b>	

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**Appendix 18: Case Review** (to be completed on all active cases, whether using Toolkit forms or ECMS (the latter can be typed into the child's profile directly using these headings/this form uploaded))

<b>Name of Child</b>	
<b>Date of Case Review</b>	
<b>Reason for Initial Concern</b>	
<b>Risk of harm from...</b>	
<b>Areas of unknown risk</b>	What do we not know yet, what is a possibility? What information do we need to gather, and from who to find out more about potential risks (remove after inserting comments)
<b>Updates/new information</b>	
<b>Current interventions (who is doing what)</b>	
<b>Evaluation of interventions, any impact on child/family (evidence base?)</b>	
<b>Any further actions needed from school to reduce risk or support the child (who and when by)</b>	
<b>Any further information</b>	
<b>Date of next Case Review (within 6 weeks)</b>	



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**Appendix 20: Record of Use of Reasonable Force, Screening, Searching and Confiscation**

<b>Name of child:</b>	
<b>Date of intervention</b>	
<b>Reason for intervention</b> Please provide context and risks to child/other that required intervention  <b>Nature of intervention</b> Describe what occurred i.e., who did what	
<b>Other measures attempted to manage the situation prior to intervention being needed</b>	
<b>Name of person completing record</b>	
<b>Name of person who used reasonable force/restraint or control measure/screening/searching and/or confiscation</b>	
<b>Name of witness (staff)</b>	
<b>Parents informed and their response</b>	
<b>Any further actions needed</b> e.g., risk assessment implemented, further control measures to prevent reoccurrence, referrals to external agencies	
<b>Headteacher has informed their:</b> Assistant Director of Education - Spain  Regional Safeguarding Lead  Please date when informed	
<b>SIRF required?</b> Seek advice from your RSL	

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Appendix 21: Safeguarding Risk Assessment

Please remove all yellow highlights once completed and this statement.

Name of child x					
Main concern: what are you worried about, what is the child/parent doing that creates a risk?			School/ school site:		
People at Risk: Name of child Other children? Staff?			Additional Information: Why are you completing this risk assessment? What has been happening? Who is involved externally? Any formal diagnosis? Is the child on any medication? (if so, they must have a MCHP) Is the child open to Social Services/Police? Is the child receiving support for mental health? Is the child receiving support from an Ed Psych/external therapy for behaviour?		
Hazard	Risk	Initial Rating (L, M, H,)	Control Measures	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
What has the child been doing/ experiencing that presents a hazard/ challenge?  E.g. 1. they are self-harming 2. they are hitting other children 3. they are running from the site	What is the risk of harm to the child due to the hazard? You can include physical and mental health risks here  E.g. 1. they could medically hurt themselves 2. the children could get hurt 3. they could place themselves in danger in the community	How likely is it that harm will occur to child/ others if there were not any of your control measures in place	<b>CHILD</b> Describe any interventions that are happening in school to reduce the risk of harm happening (bullet point)  E.g., procedures that the school are putting in place to prevent the risk of harm to the child/others occurring  <b>PARENTS</b> Describe how you will liaise with the parent if the risk of harm is increasing  Also include regular meetings with parents and child to talk through needs and support  Also include any signposting to parents to helpful organisations  <b>STAFF</b> Include any staff training that is required to reduce the risks, help them manage the	This should be lower than the initial rating because of your control measures	Describe any procedures/ interventions/ staff meetings/ training you need to arrange  Arrange to inform the parents of this  Arrange to inform the parents of this date  Signpost the parents if not done already  Arrange any training that is needed for staff

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			<p>child's needs, develop their knowledge and skillset</p> <p><b>COMMUNITY</b></p> <p>Describe any interventions that are happening in the community to reduce the risk e.g., referrals to external professionals, ongoing support externally for the child/parents</p>		<p>Invite this professional to attend meetings with you and the parents where possible.</p>
<p><b>Educational Visit/ Residential</b> Hazard is A/A plus mention The child is attending X Educational Visit/ Residential and state extra hazards if any e.g., transport, staying overnight, unstructured activities, open site</p>	<p>Update the risk of what could happen</p>	<p>How likely is it that harm will occur to child/ others if there were not any of your control measures in place</p>	<p>Please add in what control measures are being put in place by the school for the child and staff whilst on the trip</p> <p>Please add in anything additional that the provider is putting in place.</p>	<p>This should be lower than the initial rating because of your control measures</p>	<p>Add in anything extra you need to arrange here.</p>
<p><b>Contact Person:</b> <b>Date:</b></p>			<p><b>Job Title:</b></p>		<p><b>Review Date: in 4 weeks or sooner</b></p>



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Appendix 22: Visiting Speakers Form (due diligence)

<b>Name of Visiting Speaker</b>	
<b>Date of visit</b>	
<b>Reason for Speaker</b> What are they coming to talk about – purpose, why did you book them etc	
<b>Name and role of key school contact for visiting speaker</b>	Name: Role:
<b>Name of person (s) completing record and role</b>	Name: Role:
<b>Name of person who will 100% supervise during the visit</b>	
<b>Year Group of children who will be spoken to</b>	
<b>Date parents informed of visiting speaker attending the school</b>	
<b>Information:</b> How did we learn of this speaker? How did we vet the speaker? E.g., social media scrutiny, organisations belong to online, watching other speeches online, seeing them deliver a talk in another school (recommended prior to booking) How do we know they are who they say they are?	
<b>Date of Pre-Visit verbal discussion with visiting speaker</b> <i>It is important to ensure that what they are going to say is appropriate.</i> In a pre-visit meeting, you can; discuss the purpose of the session <ul style="list-style-type: none"> <li>• brief what you would like to included/exclude</li> <li>• any topics not appropriate for the age group</li> <li>• ask general questions about their planned content</li> <li>• how they will answer any questions form the audience</li> <li>• what resources should be made available afterwards</li> <li>• how they would like to be introduced</li> <li>• give safeguarding reminders around conduct/processes etc</li> <li>• talk about whether they will use your school’s name on their own social media (advise against this but you can include on your own social media as appropriate)</li> </ul>	
<b>Any concerns raised</b>	Yes/No
<b>Any further actions needed prior to visit</b>	
<b>Booking confirmed after vetting and pre-discussion (date)</b>	
<b>Headteacher/Principal written sign off for visiting speaker (attach email or get signature with date)</b>	

