



# Christ the King Catholic Primary School

## **Safeguarding & Child Protection Policy**

November 2015



**Christ the King Primary School**

- ✦ To live & learn together in harmony.
- ✦ To grow & develop in Christ.
- ✦ To reflect God's love in all we do.



This document is a statement of the aims and strategies for safeguarding pupils at Christ the King Catholic Primary School.

Safeguarding is described in the Children Act 2004 as:

- **Protecting children from maltreatment, abuse and neglect**
- **Ensuring that risks of harm to children are minimised**
- **Preventing impairment of children's health or development**
- **Addressing children's needs at an early stage rather than when serious problems have developed**
- **Ensuring that every child has the opportunity to fulfil their potential**
- **Promoting children's welfare**

The school, staff, parents and governors share a common responsibility to keep our children safe and report any concerns about maltreatment, abuse and neglect to the appropriate agency (Children's Services, Police, NSPCC).

The designated child protection officer who has overall responsibility for child protection at Christ the King Primary School is Tracy Lane (Deputy Head of School/Inclusion Manager). Romy Hoster (Head of School) and John Lane (Executive Headteacher) are both trained as a designated person and can deputise in her absence.



## **OUR AIMS**

This policy is supported by the aims of the school but particularly we strive to provide:

- An ethos in which all children feel safe, secure, valued and respected.
- A place where children feel confident to talk openly and be sure of being listened to.
- Support for children, parents, and staff in difficult situations relating to child protection.

## **WAYS OF ACHIEVING THESE AIMS**

Children are helped to understand the need for 'being safe' and ways in which they can help to protect themselves using the following strategies:

1. The school's 'Behaviour & Expectations policy' and 'Stay on Green' whole school behaviour management system encourages positive reinforcement of good behaviour- leading children towards an understanding of 'treat others as you would like to be treated' i.e. what is acceptable behaviour towards one another and what is not.
2. The school curriculum gives children the opportunity to consider and discuss many aspects of life, helping them to understand the dangers of abuse and how they can be protected. Opportunity is given for children to voice their feeling and understand that it is right to say 'no' in certain situations.
3. The school's ICT acceptable use policies and the associated curriculum content help children understand the importance of E-safety (staying safe online)

The school ensures that the children are kept safe in the following ways:

1. During the school day the children are supervised at all times. Duty teachers and learning support assistants supervise children during playtimes, and midday supervisors care for them during the lunch break.
2. The school is committed to ensuring that the premises and buildings are safe and the Health and Safety policy is reviewed annually.
3. Parents/carers should always collect and bring children of infant age to school. We ask parents to inform us if someone other than themselves is collecting their child from school. Children are collected from their teacher

at their respective exits inside the school site unless they are given parental permission to go home alone (KS2)

4. All visitors who come into school between 8:50am and 3.00pm (including parents) must come through the main entrance and report to the office, signing their name on the visitor's sheets along with their time of arrival and the person they are visiting. They are asked to wear their visitor badge at all times. All supply staff are required to provide photographic ID which will be cross referenced with agency bookings. All staff from other Islington Agencies (Children's Services, Health and Islington Council) will be asked to show their official ID.
5. Members of staff and children will challenge adults who are not wearing a staff or visitor badge.
6. All members of staff operate an 'open door' policy whereby parents may come to talk about their concerns when the need arises. If there is an issue concerning child protection it is hoped they will feel free to talk openly.
7. The Inclusion and Pastoral Care Teams meet regularly to discuss children presenting concerns around wellbeing or health. This ensures that all information of a child protection nature is correctly managed so that appropriate levels of confidentiality are maintained.
8. The school learning mentor works with some of our most vulnerable pupils (who are identified in a number of ways including teacher or parent referral or after information resulting from Inclusion/Behaviour team meetings or child protection concerns being raised). The school's learning mentor keeps records of any concerns resulting from this work and is trained to follow school protocol in the event of a child disclosing information.
9. As well as having regular training, the school issues a quick reference guide for staff containing information on how they should respond in the event of a child protection concern arising.
10. All staff have access to the following documents:
  - 'Keeping Children Safe in Education.' (March 2015)
  - 'What to do if you are worried a child is being abused – [www.dfcsf.gov.uk/publications](http://www.dfcsf.gov.uk/publications) (2006)
  - 'Working Together to Safeguard Children' (March 2013)
  - 'Action on Neglect- a resource pack (March 2013)



## **FURTHER GUIDANCE CONCERNING CHILD PROTECTION**

### **Signs and Symptoms of Abuse**

All staff in the school including non-teaching staff and voluntary helpers should be aware of the signs and symptoms of abuse. Teacher training took place in Summer term 2014 and teaching assistant training took place in Autumn Term 2013. Whole school training will take place in November 2014. A Child Protection File is kept centrally in the Deputy Head of School's office. This includes the 'London Child Protection Procedures' document which was introduced in July 2003 and most recently revised in April 2011. The 'London Child Protection Committee' procedures (July 2003) replaced the Islington Child Protection procedures.

The school also circulates the document 'What to do if you're worried a child is being abused' to all staff annually following approval of the school policy by the Governing Body.

### **Procedures and Record Keeping**

Concern for the welfare of the child is paramount. Therefore, any concern at all about a particular child should be reported to Tracy Lane using an initial concerns form/Welfare report (See Appendix 1 and 2)

All concerns will be dealt with by a designated member of staff who will make a judgment about the necessity for immediate referral (seeking advice from children's services where necessary). Records will then be stored in the child protection folders which are kept in the Deputy Head of School's office. Staff are encouraged to record incidents/ disclosures for open cases on the CP monitoring forms but are reminded that recording accurate information and passing it on as quickly as possible should remain their first priority. All information should be handed to Tracy Lane (or John Lane/Romy Hoster if Tracy Lane is absent) immediately after recording.

For children with open child protection cases, records will be stored in their individual child protection folder. It may be necessary to monitor a situation before a referral to Children's Services is made. In this case a monitoring folder will be opened for the child.

A teacher may be requested to provide information which will form part of a welfare report. This report asks general questions and is intended as a general monitoring form. (See appendix 2)

Any member of staff may complete a sheet with their concerns. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

If a child makes a specific disclosure or a mark is noticed on a child's body that an adult in the school feels needs to be reported they should complete a 'Recording a Specific Incident/Concern' form. (Appendix 3)

### **Information to be recorded:**

Staff should list the following information when recording child protection concerns:

- The time and the date of completing the form.
- Child's name, class, teacher's name and year group.
- Child in normal context e.g. behaviour, attitude, previous terms notes.
- The incident(s) which gives rise for concern **with date(s) and time(s)**.
- Record verbatim anything that the child says. Record facts only; include reported speech where appropriate; opinion should not be given unless there is some form of evidence base which can be quoted.
- Do not interview the child or ask leading questions, you may repeat what the child has said in order to clarify a point but do not put words in to the child's mouth.
- If recording bruising/injuries indicate position, colour, size, shape and time on a body map. Make sure you clarify if you are referring to the front or back of the body (or both). (Appendix 4)
- Action taken – information passed to Tracy Lane, the designated child protection officer. Tracy Lane will keep John Lane (Executive Headteacher) and Romy Hoster (Head of school) informed of any significant issues.

Any concern, no matter how small must be passed on to the designated person (Tracy Lane, and in her absence Romy Hoster/John Lane) as soon as the information is disclosed.

It is the responsibility of the designated child protection officer to decide if and when to make the referral to the relevant agency, usually Children's Services. This may first be discussed with a social worker in the referral and advice team. Some concerns may need to be monitored over a period of time before a decision to be referred is made.

If, after consultation, a member of staff feels that appropriate action is not being taken, s/he may refer directly to the above mentioned agencies but must inform the Head of School first.

Any concerns that involve allegations against a member of staff should be referred immediately to the Executive Headteacher/Head of School who will contact the appropriate Diocesan and Local Authority Officers to discuss and agree further action to be taken in respect of the child and the member of staff.

## **The Child Protection Register**

Tracy Lane will inform members of staff on a 'need to know' basis where they will have responsibility in some capacity for children whose names are on the child protection register. These children must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to Tracy Lane.

## **Code of Practice**

All school staff should take normal precautions not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews with children or work with individual children to be conducted in view of other adults. Physical restraint should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

If a child requires changing/showering after an accident it must be done with another adult close by.

## **Supervision and Support**

All newly qualified teachers and teaching assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection. New staff are provided with child protection induction by the CP designated person.

Tracy Lane can put staff and parents in touch with outside agencies for professional support if they so wish.

All school staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

## **Training Opportunities**

Tracy Lane is responsible for providing staff with training in the area of child protection.

Members of staff will be offered training as becomes necessary. Child protection training for all staff will be offered at least every three years. Training is recorded

annually and recorded in the Annual Safeguarding Report which is completed by Tracy Lane and presented to the Local Authority and the Governing Body.

All school governors will have a copy of this report and will have the opportunity to consider and discuss its contents.

Staff have access to the child protection reading materials which are kept in the Inclusion suite and may discuss concerns with the designated person at any time.

## **Child Protection Governor**

Each school must by law have a designated Child Protection governor. The designated Child Protection Governor at Christ the King school is Althea Robinson-Fanus.

## **Extended Schools & Before and After School Activities**

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

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

## **Safer recruitment**

This policy should be considered along with the school's safer recruitment policy and the local authority framework for safer recruitment.

## **Monitoring and Review**

The procedures in this policy will be monitored in the light of any new information and guidance which becomes available. It is reviewed annually.

This policy will be reviewed in November 2016.



## **APPENDIX - Categories of abuse**

- Physical abuse involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
- Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening. This includes non-contact situations, such as showing children pornography.
- Emotional abuse is the persistent emotional ill-treatment of children, such as frightening or intimidating them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
- Children are abused also if they are neglected. This could involve failure to provide children with basic needs such as proper food and warmth, but it might also be failure to see to the emotional well-being of the child.



## **APPENDIX – Further Guidance**

### **Children with Special Educational Needs or Disabilities**

Research suggests that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Staff who work with children in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Concerns should be shared immediately with Tracy Lane or in her absence, Romy Hoster of John Lane.

The staff in this school will have important information about individual children's presentation, their levels of understanding and how best to communicate with them. All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.

This policy should be read in conjunction with our separate policy on Intimate Care and Toileting and the administering of medication.



## **APPENDIX - Working in Partnership with Parents and Carers**

The Governing Body and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected will we be able to work holistically with children.

Parents and carers will be given access to our child protection policy via the school website. Paper copies will be available on request. A summary of it will be included in the literature given to those whose children are new to the school.

We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children with Children's Social Care.

Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to Children's Social Services.

There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Social Services. This would happen when Tracy Lane (DT/CPO) or in her absence John Lane/Romy Hoster, judges that a child's well-being will be at risk if the parent or carer is aware that a referral to Children's Social Services is to be made.



## **APPENDIX - Restraint and Reasonable Force**

Section 93 of the Education and Inspections Act 2006 enables school staff (including support staff, non-teaching staff and voluntary staff) to use such force as is reasonable in the circumstances to prevent a pupil from:

1. Committing an offence, or if a child is under the age of 10, what would be deemed an offence in law if they were older than aged 10.
2. Causing personal injury to any person (including themselves) or damage to any property
3. Prejudicing the maintenance of good order and discipline at the school or any pupils at the school either during a lesson or otherwise

This includes occasions when the pupil is not on school premises eg on school visits.

Section 45 of the Violent Crime Reduction Act 2006 gives headteachers and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected schools MUST call the Police. Further guidance is at:

[www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity](http://www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity)

Guidance should be given to staff on appropriate behaviour including the use of physical restraint. Further guidance to staff can be found in the school's Behaviour Management Policy and the DfE Guidance: Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)

There is a rigorous recording system and procedures in school and reporting to the Local Authority for instances where force has been used. Parents/carers are informed when restraint has been used and protocols agreed with parents/carers if use of restraint is thought likely. This information is to be included on the child's individual behaviour plan.

Pupils displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, behavioural, emotional and social difficulties or pupils with severe behavioural difficulties should be handled according to the guidance in:

[www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide).

Section 548 of the Education Act (1996) states that the use of force as a punishment is unlawful.



## **APPENDIX - Promoting the Well-being of Pupils**

The School will promote the well-being of all its pupils as per the Education and Inspections Act 2006.

Well-being is defined in the Children Act 2004 in terms of:-

- Physical and mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- The contribution children make to society;
- Social and economic well-being.



## **APPENDIX- Attendance, the School Roll and Missing Pupils**

At agreed intervals, the governing body will give the LA the name and address of every pupil who does not go to school regularly and inform the LA if:

- a pupil has been continuously absent without authorisation for not less than 10 school days, specifying the cause if known;
- a pupil has been permanently excluded;
- a pupil is moving away from the area and is not known to have registered at another school;
- a pupil has a custodial sentence of more than four months and has been taken off the roll;
- The pupil has run away from home;
- any pupils of compulsory school age have been taken off the roll because the parents have informed the school in writing that the child will be taught at home

If a pupil leaves the school without notice being given by the parent or without the school being advised of the new address and/or school the pupil is to attend, the school will notify the Education Welfare Service as soon as possible.

If after four weeks enquiries have failed to locate the pupil, the school will remove the pupil's name from the school roll, after having given the parent written notice of the date of removal. The school will enter details of the child on the DCFS S2S Lost Pupil's Database. If there are child protection concerns, the appropriate referral will be made to Children's Social Care or the Police Child Abuse Investigation Team. A common transfer file will be uploaded on to the S2S database ([www.teachernet.gov.uk/s2s](http://www.teachernet.gov.uk/s2s)) each time a pupil's name is taken off the school roll, unless it is for secondary transfer reasons. This will also apply to pupils joining the school without a common transfer file.



## **APPENDIX: Private Fostering**

Privately fostered children are cared for by someone other than a parent or close relative (eg step-parents, siblings, siblings of a parent and grandparents) for 28 days or more.

School staff should make a referral to Children's Social Care and the police if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, including concerns about the child's welfare

Further information about private fostering arrangements can be found at [www.baaf.org](http://www.baaf.org)



## **APPENDIX- Trafficked and Exploited Children**

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and can be forced into exploitation eg domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.

Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked.

## **APPENDIX- Forced Marriage/Honour Violence/Killings**

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, eg domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony. Is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour based violence is a cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to Children's Social Care. School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or

attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage) or 020 70080151 and the Honour Based Violence Helpline 0800 599 9247

## **APPENDIX- Female Genital Mutilation**

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practicing communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practice FGM
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as much other female children in the extended family

Any information or concern that a child is at immediate risk of or has undergone FGM should result in a child protection referral to Children's Social Care. Staff should be alert to the need to act quickly.



## **APPENDIX- Radicalization and Extremism**

The government defines extremism as:

'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, together with calls for the death of members of our armed forces, whether in this country or overseas'.

All staff have staff have received information regarding prevention of violent extremism in schools and have received copies of the DFE advice- Teaching approaches that help to build resilience to extremism. Teachers are aware that any evidence to support a child who has been exposed to radical views or language or is expressing such views in school should be immediately referred to Tracy Lane and John Lane/Romy Hoster in her absence



## **APPENDIX- Domestic Violence**

Domestic violence is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partner or family members, regardless of gender or sexuality. The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2006 the definition of significant harm was amended to include “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the designated member of staff, who should in turn refer the matter to Children’s Social Care.

## **APPENDIX- Young Carers**

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has an illness or disability. Caring responsibilities can significantly impact upon a child’s health and development. The school will refer to Children’s Social Care where a young carer is:

- Unlikely to achieve or maintain a reasonable standard of health or development because of their caring responsibilities
- At serious risk of harm through abuse or neglect
- Providing intimate body care.

## **APPENDIX- Young Runaways**

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

School must educate young people about the dangers of running away and encourage them to seek support rather than run away from home. We recognise the fact that some children run because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them. As a school, we are well placed to advise young people about the dangers of running away and to point them to available support.

If school staff become aware of a young runaway or potential run away, they should ensure they inform Tracy Lane and John Lane/Romy Hoster in her absence.

**Appendix 1  
Initial Concerns  
Form**

# Sharing Concern Form

Once completed, please take a copy of this form for your records before handing it to the PCT coordinator

**\*\*\*DO NOT USE THIS FORM FOR URGENT CHILD PROTECTION CONCERNS. FOLLOW CHILD PROTECTION PROCEDURES\*\*\***

Name of child:	Date of birth:
Class:	Year:
Person sharing concern:	Date of referral:
Nature of concern: <i>(reasons for concern, evidence for concern)</i>	
Have you or anyone else discussed this concern with the child? YES/NO If so, what was the outcome? If not, why not?	
Have you or anyone else discussed this concern with the child's parent/carer(s)? YES/NO If so, what was the outcome? If not, why not?	
Is the parent/carer in agreement with you sharing this concern? YES/NO	
Have you taken any other action to address this concern so far? YES/NO If so, what did you do and what was the outcome? If not, why not?	
Is the child receiving any form of specialised/targeted support currently, whether related to the concern or not?	
What action/support would you like to see happen as a result of sharing this concern with the PCT?	
Feedback - Actions taken (dated); to be given back to original referrer.	



**CONFIDENTIAL Welfare Report**

Please read guidance notes before completing.

PUPIL'S INITIALS: \_\_\_\_\_ PUPIL'S DATE OF BIRTH: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_ POSITION: \_\_\_\_\_

REPORT DATE: \_\_\_\_\_

*COMPLETED REPORTS SHOULD BE KEPT IN SEALED ENVELOPES.*

1.	Academic ability and attainment	
2.	Attendance and punctuality	
3.	Who brings the child to school and who collects him/her?	
4.	Physical Presentation	
5.	Peer Group interaction	
6.	General Behaviour	
7.	Emotional Presentation	
8.	Any Other Concerns	

Signed: \_\_\_\_\_

**CHRIST THE KING CATHOLIC PRIMARY SCHOOL**



**CHILD PROTECTION MONITORING FORM**

Child:		D/O/B:	
Person reporting concern:		Year group:	

**CONCERN**

*(Please give details of those present when disclosure was made, what the child said, any questions you asked and the responses they gave, time and place of the disclosure and the demeanour of the child etc.)*

SIGNED:

PRINTED:

DATE:

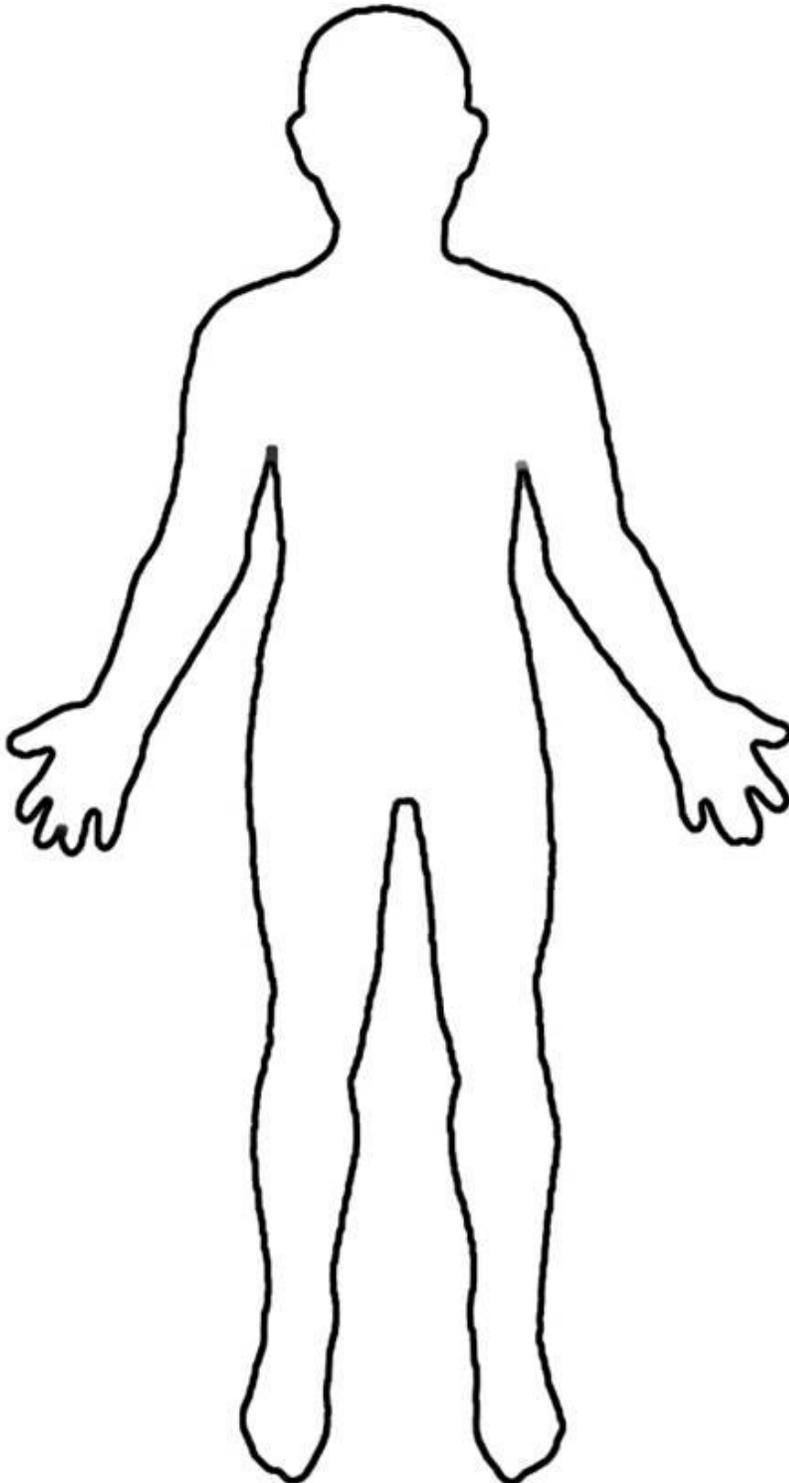
TIME:

This form was completed and handed/emailed to:

**Appendix 4**  
**Body Map**

**Christ the King CATHOLIC PRIMARY SCHOOL**  
**CP RECORD OF CONCERN**

Child:			
D/O/B:			
Recorded by:			
Date		Time	



## Record of injury/ suspicious marks

Details of mark/ blemish/ scratch/ scar	
How did this come to your attention?	
What did the child say?	
What Action did you take?	

**APPENDIX 5**

**USEFUL CONTACT NUMBERS/  
WEBSITES**

<http://www.londonscb.gov.uk/procedures/>

<b>Police</b>	<b>999</b>
<b>Islington Children's Social Care Referral and Advice Team</b>	<b>020 7527 7400</b>
<b>Islington Child Protection Advisors</b>	<b>020 7527 8102</b>
<b>Islington Police Child Abuse Investigation Team</b>	<b>020 7421 0291</b>
<b>Islington Women's Aid</b>	<b>020 8269 2121</b>
<b>Domestic Violence National Helpline</b>	<b>0808 200247</b>
<b>Forced Marriage Unit</b>	<b>020 7008 0151</b>
<b>Honour Violence Helpline</b>	<b>0800 599 9247</b>
<b>NSPCC</b>	<b>0800 800 500</b>
<b>Childline</b>	<b>0800 1111</b>