Standards and Learning Effectiveness Service

Keeping Safeguarding Records of Child Protection and Welfare Concerns

Guidance for Early Years Settings, Schools, and Colleges

September 2022

This guidance is for early years' settings, schools maintained by the Local Authority, free schools, academies, independent schools, sixth forms and further education colleges.

Version control

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For more information, please see our Czone page:

Safeguarding in Schools, Colleges and Early Years Settings - Czone (eastsussex.gov.uk)

Contents

This guidance includes the following areas of practice with exemplar forms as appropriate. This document and forms are available on Czone Record Keeping Guidance - Czone (eastsussex.gov.uk)

1   Definitions and principles

1.1   This guidance is ratified by the East Sussex Safeguarding Children Partnership. It should be followed by all education settings for children and young people up to the age of 18 years. These settings include early years' settings, schools, maintained by the Local authority, Free Schools, academies, special schools, independent schools and sixth form and further education colleges. For the purposes of this document the term 'school' will be used to cover all settings unless specified otherwise.

1.2   Legally, a child is anyone who has not yet reached their 18th birthday.

1.3   In this document "pupil" refers to any child registered with an early years setting, schools maintained by the Local authority, Free Schools, academies, special schools, independent schools and sixth form and further education colleges.

1.4   It is vital that concerns are recorded and reported accurately by all staff, (including visitors, and staff not directly employed by the organisation, e.g., contractors and third-party staff) as soon after the concern arises and before they leave the premises. Schools must also be proactive in responding to concerns raised as early as possible.

1.5   Promoting the welfare of and safeguarding children is the responsibility of **all** school staff, although all schools and colleges must have a Designated Safeguarding Lead (DSL). Staff working with children should maintain an attitude of **'it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child, Keeping Children safe in Education (KCSIE).

1.6   However small or apparently insignificant the concern may seem at the time; the importance of recording and reporting cannot be underestimated when considering welfare and child protection. Often it is only when a number of seemingly minor issues are considered at review as a whole, that a safeguarding or child protection concern becomes clear. Not all welfare concerns result in a referral to children's social care.

1.7   Keeping Children Safe in Education (KCSIE) is clear that it is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect.
- poor record keeping.
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve.
- not sharing information with the right people within and between agencies.
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

1.8 Legislation and statutory guidance relating to all schools and is explicit in its reference to good record-keeping practice for children and young people, safeguarding and promoting their welfare by:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

1.9 Staff should be clear that if they are concerned that action is not being taken to protect a child that they should discuss their concerns with the DSL in the first instance, who can review concerns and refer onto external agencies to ensure the child is safe. If staff feel this has not been resolved by the DSL they should discuss their concerns with the headteacher and if this does not resolve their concerns, they should escalate this to the Chair of Governors.

1.10. If the concerns persist, or relate to the headteacher and/or chair of governors, the staff member should consider whistleblowing through either the East Sussex Local Authority Designated Officer (LADO) by going to the LADO web page on the East Sussex County Council website and completing the online referral form which you can do Children's LADO referral form – East Sussex County Council or the NSPCC Whistleblowing Advice Line 0800 028 0285 help@nspcc.org.uk

1.11 Early years settings need to ensure all staff are aware of the line management system of escalating concerns. Should the concerns persist the staff member should consider whistleblowing by the same mechanism as above.

2   The DSL record keeping role and responsibilities

2.1 KCSIE states that "**All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college.

The DSL must keep detailed, accurate, secure written records of concerns and referrals and ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

2.2 Records will include:
- o a clear and comprehensive summary of the concern.
- o details of how the concern was followed up and resolved.
- o a note of any action taken, decisions reached and the outcome

2.3 There should be weekly triangulation meetings, where the outcome and any agreements are recorded on the individual child's file not in meeting minutes.

2.4 The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing

advice and guidance. Where information is shared with another agency a record should be made as to what information was or was not shared and the reason why.

2.5   Recording of Searching, Screening and Confiscation: For further information see Searching, Screening and Confiscation (publishing.service.gov.uk)

2.6   Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

2.7   Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

2.8   **Training**
- Induct all **new** staff members on:
  - How to recognise welfare and child protection concerns
  - How and when to report and record those concerns
  - Understanding the early help process
  - Identifying emerging problems
  - The referral process to children's social care
  - See also KCSIE Part 1 Annex B

- Train all **existing** staff members annually about:
  - How and when to record concerns about a child's welfare, however small or apparently insignificant
  - DSLs will also need to address any errors in reporting by individual staff
  - DSLs should review which staff are reporting concerns and which are not and assess whether any additional support and training is required.

2.9 Referring

- Ensure staff are equipped and confident to raise concerns within their school.
- Provide staff with access to and understanding of the Continuum of Need and indicators, as well as other tools, such as the neglect matrix and Sharing of Nudes and semi-nudes, child on child abuse and online safety.
- Ensure that all visitors and staff not directly employed by the organisation, (e.g., supply staff, contractors, and third-party staff) know how to report concerns about the welfare of any child or adult.

2.10 Analysing

- Triangulate all information relating to a child (e.g., attendance, behaviour, first aid, contextual safeguarding) to inform safeguarding decisions, acting in the best interests of the child.
- The above information must be recorded on the individual child's record and evidence decisions made, including any further actions.

2.11 Response

- Evidence discussions, decisions and considerations and record these on the individual child's record.
- Feedback responses to individual concerns raised by staff whilst maintaining appropriate levels of confidentiality. Staff need to feel empowered to seek clarification on why concerns may not have been reported to statutory agencies.

2.12 Record keeping

- The DSL needs to ensure that all concerns contain evidence of discussions and, deciding and evidencing whether to review or file the concern.
- Schools need to be pro-active in contacting previous school to enquiry as to whether there is a safeguarding file.
- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.
- Audit files to ensure that they are comprehensive and compliant with this record keeping guidance.

2   Establishing a standard recording process

3.1   Welfare and Safeguarding records must be stored separately from the main student file. This must be indicated on the main student file, to ensure that staff working with these files are aware.

3.2   If using a paper system, see also supporting diagram 'What type of file do I create?'. Electronic systems do not distinguish between collective and stand-alone files.

3.3   All staff members (including visitors, and staff not directly employed by the organisation, e.g., contractors and third-party staff) should use the school's recording system. Where an e-recording system is used, it is not expected that the e-recording system be available. Instead, there must be an emergency paper-based system available for concerns to be raised to the DSL. This must be known to school staff and others who use the site and available to all.

3.4   Contemporaneous notes should be kept securely on the file. Where an e-recording system is used, these should be stored in the paper child protection file or scanned and uploaded.

3.5   There should not be duplicate recording formats for welfare concerns; this will lead to fragmentation of information and possible delay or omission in ensuring the safety and wellbeing of pupils. If an e-recording system is used, paper copies of concerns raised should exist only until the implementation or if the person completing the form does not have access rights to the system, such as a visitor etc, in this case the paper welfare concern should be uploaded onto the child's record.

3.6   Files should be kept in chronological order with the oldest at the bottom. If the DSL wishes, they can use tabs to separate documents according to type (See also supporting diagram 'Stand-alone paper file possible tabs').

4   E-recording systems (including MyConcern and CPOMS)

4.1   Many Schools are using commercial electronic child protection information management systems. When first starting to use an e-recording system it is essential that EITHER:

   a) **All paper documents are scanned and uploaded**. The paper file could then be destroyed but **must** satisfy the requirements of the Freedom of Information Act 2000, and the school must be able to provide evidence of the destruction.

   b) **Paper files are retained but electronic records are used after an implementation date**.
      a. The e-recording system would need to indicate there is a separate safeguarding file held separately and where it is located. This should be clearly located on either the landing page or pinned to the top of the chronology and not at the bottom.
      b. There would need to be sufficient information transferred to the e-recording system in a summary to inform future decision making.
      c. All new information will then be recorded on the e-recording system. This would need to be clearly recorded on both files.
      d. The paper file would need to be securely kept with a closing summary identifying where all new information is held and the date that the electronic file started. If the child transfers school both files would need to be transferred.

4.2   Any e-recording system must be secure, have restricted access, with adequate file back-up. The system must be fully auditable, including having trackable access and data entry. **East Sussex Standards and Learning Service do not recommend schools try to develop their own recording systems for the reasons above.**

4.3   Schools should ensure that information recorded is appropriate for a range of audiences. This must be done regardless of whether the concerns are shared with the police or children's social care, parent/guardian/child.

4.4   When electronic files are transferred to another setting using the same system, there is no exchange of information. Instead, access rights are transferred to the new school; the data remains intact.

4.5   When transferring electronic files between settings that do not have the same system, the records will need to be downloaded into an electronic file and sent encrypted to the other setting.

4.6   Access privileges to confidential child protection files must be limited to only those with safeguarding responsibilities in the school or on a need-to-know basis.

5   Looked After Children files

5.1   The DSL should have details of the child's social worker and the name of the virtual school head.

5.2   The DSL should work closely with the Designated Teacher for Looked After Children in recognition that children may have been abused or neglected before becoming looked after and the need to ensure their ongoing safety.   The DSL should be consulted by the Designated Teacher in respect of welfare and safeguarding concerns as the person with **lead responsibility** for safeguarding and child protection.

5.3   Looked After Child files must include LAC review minutes, LAC plans and PEPs and a separate welfare concern file that documents safeguarding information.

6   Child on Child Harmful Sexual Behaviour safeguarding risk reduction plans

6.1   Where the school uses a safeguarding risk reduction plan (SRRP) this needs to be draw up in collaboration with the parent/guardian/child (where age appropriate).

6.2   You need to ensure that the views of the parent/guardian/child (where age appropriate) are recorded on the plan, even if they do not agree with it, this is a school plan which will evidence how to keep their child safe.

6.3   There needs to be a clear review cycle, and reviews need to be evidenced on the child's safeguarding record, including what is working well, any changes and rationale for why, capture any strengths and what is working well.

6.4   When there are changes to a safeguarding risk reduction plan, a new plan should be created, with updated dates and actions, and saved as version 1, 2 etc.

6.5   For further information please refer to the Schools Protocols for Managing Harmful Sexual Behaviour, which can be found on the SLES Safeguarding Czone page.

6.6   Schools should decide whether this SRRP template is used to support other circumstances or behaviours, but the plan needs to be reviewed in accordance with 6.4.

7   Information Sharing for Vulnerable Learners

7.1   The Vulnerable Learners Protocol was developed in partnership with schools, Further Education (FE) providers, Youth Employability Service (YES) and East Sussex County Council Children's Services teams. The protocol outlines the responsibilities and activities for all professionals and partners supporting vulnerable young people to ensure a successful transition into Post 16.

7.2   There are three separate protocols spanning from year 9 to year 12, it allows professionals to clearly see the journey and actions required in supporting transition into post 16 for vulnerable learners.

7.3   A young person may be working with multi professionals, it is imperative you work collaboratively and there is a lead professional coordinating the support and information is shared appropriately with all professionals involved so that it is clear who is responsible. Working together will get the best result for the young person it will ensure that all aspects of transition are being supported.

7.4   There is a process for secondary schools to share information about vulnerable learners to the post 16 provision of where the student has applied.

7.5   **The definition of a 'vulnerable' child:**

- those with a social worker

- those with an Education, Health and Care Plan

- a group of children considered locally, including by settings and local authorities, to be 'otherwise vulnerable

- children known to children's social care services in the past

- children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction

There is clear guidance to support secondary schools in completing the required spreadsheet and sharing this with the FE provider. The guidance can be accessed here: [Inclusion and SEND - Transition - Information Sharing - Czone (eastsussex.gov.uk)](eastsussex.gov.uk)

8   Quality assurance of child protection records

8.1   DSLs should evidence the use of reviews that identify the impact and outcome of any safeguarding activity with the child or their family on either paper-based or e-recording systems. This can be achieved through a confidential safeguarding calendar that only members of the safeguarding team can access. This should also record all future meeting dates and be a process carried on whilst the file is active, and concerns remain.

8.2   The review cycle should not prevent the earlier re-assessment of risk or need with new information emerging.

8.3   East Sussex SLES recommends that where possible the headteacher is not the DSL; this is so that the headteacher can undertake review and auditing of practice, including holding the DSL to account for decisions and file maintenance.

8.4   However, where the headteacher is the DSL, it may be more appropriate for a reciprocal arrangement to be made with the DSL of a neighbouring school to undertake this task. Alternatively, audits are undertaken by members of the senior leadership team who have undertaken DSL training.

8.5   The purpose of review is to ensure appropriate child-focussed decisions are made by the DSL and there is evidence of review of actions and follow up by the DSL with accurate evidence-based recording.

8.6   An anonymised copy of reviews can be shared with the Safeguarding Link Governor or, for Early Years, the Owner/ Management Committee for the purposes of scrutiny and challenge.

8.7   For Early Years Settings and Childminders the ESCC Early Years Support and Intervention Officers will regularly undertake a review and auditing of practice, including holding the DSL to account for decisions and file maintenance.

8.8   For Early Years settings operating as a `chain' of nurseries it may be appropriate for a reciprocal arrangement to be made with the DSL from another nursery within the chain.

9   Transfer of child protection records

9.1   KCSiE, states that 'In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving

to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.'

9.2   The DSL needs to review any safeguarding record where there have been concerns about harmful sexualised behaviour and a risk reduction plan has or is in place and ensure that the information is shared with the new School.

9.3   A School **cannot** refrain from passing on child protection files at the request of a parent. This is because the new school needs access to all relevant information about the child to inform its own child protection practices.

        Safeguarding/Child Protection or Welfare records should **NOT** be redacted before sending to the next school.

9.4   There may be occasions when it is not appropriate to transfer information as it may pose a risk to the child or their family such as when they are fleeing domestic abuse; are subject of a witness protection programme or the child has been adopted. This list is not exhaustive, and decisions should be made on a case-by-case basis and discussed with relevant parties, for example, the police or a social worker or Children Missing in Education Team who may be able to assist in managing the information sharing.

10   Secure storage, retention and disposal of records

10.1   Safeguarding/Child Protection/Welfare concern records must be kept:
- Separate from all other records relating to the child in school or setting
- In a locked cabinet
- Preferably within the DSL's office with access only to those with direct safeguarding responsibilities.
- Accessible by the leadership team when the DSL is absent

10.2   It is essential to ensure that the leadership team know the arrangements for access to records in the absence of the DSL and that keys are available to an identified team member. This is especially important for federated schools who may be sharing DSL and SLT capacity across a number of sites.

10.3   In the case of Early Years settings, child protection records may be securely stored off the premises, with prior agreement from Ofsted.

10.4   The Information and Records Management Society (IRMS), 2019 states 'the Pupil Record should be retained as a whole for 25 years from the date of birth of the pupil, after which time if not longer required; it can be deleted or destroyed (p.15). However, while the Independent Inquiry into Child Sexual Abuse (IICSA) is ongoing it is an offence to destroy any records relating to the inquiry (p.15)

The Data protection: toolkit for schools (p.31) states 'Long term, until the child is 25 years of age or older, for instances where detailed information about activities in school may form an important part of safeguarding for that individual'.

The Information Sharing Guidance (2018) says, 'In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so'.

10.5   When it is time for the final school to destroy the file, to be compliant with the Freedom of Information Act 2000 and GDPR 2018 the following guidance should be followed.

- ✓ The school should maintain a list of records which have been destroyed and who authorised their destruction. Members of staff should record at least:
- ✓ File reference (or other unique reference number)
- ✓ File title (or brief description)
- ✓ Number of files
- ✓ The name of the authorising officer
- ✓ Date action taken

This could be kept in an excel spreadsheet or other database.

11   Children's' and parents' access to child protection files

11.1   Under the Data Protection Act 2018 and GDPR 2018, any child who has a file has a right to access it. The Education (Pupil Information) (England) Regulations 2005 gives parents the right see their child's school records if they submit a Subject Access Request. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- Is likely to prejudice an ongoing criminal investigation; or
- The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the school or the Local Authority.

11.2   It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the child's social worker, if they have one, and the Information Commissioners Office

11.3   When disclosing information, all third-party information must be removed, or consent sought for its disclosure from the person concerned. For example, all identifying information about other children or members of the public who have shared information about the child must be removed before disclosing information.

11.4   Schools should always seek advice from their Data Protection Officer or the Information Commissioners Office, on any request for access to the child's file as a Subject Access Request.

12   Key principles of information sharing

12.1   From May 2018, all schools have a duty to protect personal information under the GDPR 2018 and the Data Protection Act 2018. The seven principles of the regulations must be adhered to when processing information about children. Schools using e-recording systems should ensure this is incorporated in their privacy notice.

12.2   KCSIE 2022, Data Protection Act 2018, GDPR 2018 and the Information sharing: advice for practitioners providing safeguarding services all state that fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

12.3   It is good practice to seek consent from the child or their parent before sharing information. Children aged of 13 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

12.4   The school should share only the information necessary for the purpose and understand the limits of any consent given, especially if the information has been provided by a third party.

12.5   The Data Protection Act 2018 Schedule 8, Part 4 ("Safeguarding of children and of individuals at risk") states the processing of personal data can be carried out without consent if it is necessary to "protect and individual from neglect or physical, mental or emotional harm, or to protect the physical, mental or emotional well-being of an individual", (Schedule 8, Part 4.1.a.i-ii). It also states that personal data can be processed in relation to safeguarding without consent in the following situations:

- If it is not possible for the data subject to consent (Schedule 8, Part 4.2.a)
- If it is not possible for the data controller (i.e., the school) to gain consent from the data subject (Schedule 8, Part 4.2.b)
- Gaining consent from the data subject would impact on their physical, mental, or emotional health so is not possible (Schedule 8, Part 4.2.c)

12.6   The DfE data protection toolkit for schools is designed to help organisations meet the requirements of the GDPR and DPA.

12.7   Staff members' access to information on the child protection file should be on a need-to-know basis and decided case by case. Generally, the closer the staff member's day-to-day contact with the child is, the more likely that they would need to know an outline of the child's case. The child and family members confidentially should be respected as far as possible, but **the child's welfare is paramount.**

12.8   When there is a concern that a child is at risk of significant harm, all information held by the school must be shared with Children's Social Care, police and health professionals; as directed by:
- Section 47 of the Children Act 1989
- Sections 10 and 11 of the Children Act 2004
- GDPR Article 6.1(c) (Legal obligation)

12.9   Records may be shared in:
- **court cases** where a requesting solicitor or other third party is requesting information **without** a court order; legal advice should be sought;
- Where a judge **makes** a court order requesting information be shared – legal advice should be sought.
- **disciplinary proceedings** - suitably anonymised
- **governing body/proprietor meetings** - outlining the number of cases dealt with and other statistics which do not identify individual children
- **specific complaints** - by the Chair of Governors under specific agreement and supervision and recorded on the file chronology

Recording and analysing concerns

When <u>recording</u> a concern, the record must:

Accurate	• Be specific. • Use a body map if the concern relates to a part of the body, and describe the injury/bruise/mark etc. • Include the voice of the child, using their words.
Adequate	• Be written for a range of audiences, both internally and externally, e.g. Children's Services, Police.
Comprehensive	• Include context that led up to incident. • Include immediate actions taken and any action taken to speak to children involved in the concern. • Any further actions taken (such as a referral being made). • The reasons why a decision was made not to refer to a statutory agency (if relevant).
Factual	• Answer who, when, why, what • Justify any subjective statements with evidence
Relevant	• Include all information relating to the concern, including the context. • Do not include information which is not relevant.
The name and role of the person/s.	• To whom the concern was made • The full names of all parties involved in the incident e.g., Jenny Smith, DSL, Bob Day, Class Teacher
Timely	• Recorded and passed on as soon as possible on before the end of the school day.

When <u>analysing</u> a concern, the DSL must consider

What are the risks?	Consider all pieces of information you have available ('contextual safeguarding'): • Attendance and punctuality • Family members and relationships • Previous CP/Welfare concerns • Any behaviour/bullying concerns • Relationships between those involved in the concern • Peer group and influences • Environmental factors • Other relevant factors inside or outside the school – consider online media • Other children in the school if there has been child on child behaviour.
What is needed to establish the best course of action?	• Who in the school has more information that can add to your understanding? SENCO, Head of Year, Pastoral Team, First Aid etc • Does the concern need to be referred to an external agency (e.g., SPOA, police)?
What will be recorded by the DSL?	• What action(s) were taken, by whom and why, what was the rationale? Include timeframes • What measures have been put in place to ensure the child **is** safe? Who is going to do this and when will they feedback to the DSL? • Will the record need to be reviewed to ensure the child **remains** safe? When will that review take place? Make sure you put in a date • If the plan is to 'monitor', what will this look like, **What** are you monitoring, **Who** will do this and **H**ow often will it be reviewed? The review needs to be recorded, evidencing whether the plan is working or not and whether there are any changes to the plan.

Electronic Recording systems

When using an electronic system:

- Make sure that concerns are shut down appropriately, ensuring that there is an outcome/action recorded. There should not be numerous non-actioned concerns open on individual pupils.
- If allocating a task to another member of staff, ensure there is a date to follow up, and that this action has been completed.
- Ensure that there is evidence of DSL oversight and analysis on cases/concerns.
- Ensure any documents uploaded are named with the what the document is e.g. ICPC report, this makes finding/auditing documents easier.
- Ensure that any documents, Child Protection Reports etc, are uploaded to the electronic document vault on the child and named correctly.
- Where information is held on another system within the school this should be clearly signposted in the case note.
- Email communication about a child should be included within safeguarding records. When including emails ensure that the Header and footer details are included
- If you are unsure of what your system is able to do or how to create in the system, contact the system provider for advice and guidance.

Stand-alone paper file possible tabs / audit checklist

Included (✓/✗)	Item
	Front sheet (Appendix A)
	Chronology (Appendix B)
	Welfare concern forms (Appendix C)
	Referrals to: • Children's Social Care • other external agencies • education-based services
	Plans • Child Protection • Family Support • Early Help • Behaviour • Restrictive Physical Intervention • Individual Healthcare
	Risk assessments • Safeguarding Risk Reduction Plans • Additional risk assessments attached to health or behaviour plans
	Minutes of meetings copied for each child in the family, including: • strategy meetings • child protection conferences • core group meetings, family support meetings etc.
	Legal documents • Copy of court orders
	Correspondence • Letters sent and received • e-mails relevant to welfare / child protection • Records of discussions not recorded on welfare concern form between parents and professionals
	Intervention / Pastoral work • Thrive • Counselling • attendance interventions
	Previous schools child protection file
	File audit records

What type of paper file do I create?

Collective welfare file

- Used to store 1-2 minor concerns on all pupils.

- Alphabetically divided by year group.

- Social care makes enquiries about a child as part of multi-agency work or information sharing to safeguard the child.

Stand-alone safeguarding file

- Two or more welfare concerns

- A clear child protection incident or allegation made and a referral to SPOA or MASH.

- An increasing level of concern for the pupil such as additional school-based intervention, agency involvement or external early help interventions are in place.

- Concerns exist over a number of pastoral factors, e.g., attendance, welfare and behaviour.

- An individual safeguarding file already exists from a previous school/setting.

- Staff are made aware that there is further information about the pupil held securely by the DSL through a marker (usually sticker on paper or flag on electronic record) on the pupil's general file.

- Where a child is undergoing counselling.

- A separate file for each pupil, cross referenced to family siblings and notes duplicated for each.

Transfer of welfare concerns / safeguarding records

Is the child's next destination known?

YES → **NO**

YES branch:

- If subject to safeguarding concerns, DSL contacted in advance of file transfer
- Responsibility of originating school
- **Within 5 working days**
- Secure transit
- Confirmation of receipt

Paper records
- Signed for by DSL or other identified staff member
- Under confidential cover

Electronic records
- Encrypted or password protected
- Read receipt from DSL

NO branch:

- If subject to child protection plan, social worker from Children's Social Care contacted to discuss safeguarding and how records should be transferred.

- Follow the East Sussex Children's Services Children Missing Education Procedure and 'Lost Pupil Database' section of the 'School to School' secure data transfer service.

- To establish a post-16 education or training destination speak to your Careers Leader in the first instance who will have access to the CCIS database or who can contact the local authority team; Aspire. aspire@eastsussex.gov.uk

Not going to another school

Temporary placement

E.g. Electively Home Educated

- Discuss with Teaching and Learning Provision (TLP) to agree where the file will be held
- Complete the off roll form, add in additional information on safeguarding and/or welfare concern in additional comments.
- Discuss with local TLP Area coordinator on 01273 336888 or TLP.team@eastsussex.gov.uk

E.g. alternative school placements / dual registration or educated off site (including school to school placements)

- Arrangement agreed between schools for communication and storage of documentation.
- Originating school shares safeguarding concerns.
- Dual registered schools receive chronology to DSL within 5 days of confirmation of start.
- Regular communication between DSLs to share and update chronology.

Appendix F.

Good Practice Example of Analysis by DSL

I Sarah Smith, DSL, having reviewed the information and first aid records this is the first occasion that Ted Day has been identified as possibly self-harming.

Telephone call @11:10am. Sarah Smith DSL rang parent, Edwina Day, mum, who stated that Ted had slipped over on Saturday 03/09/22 in the kitchen on some spilt water and caught his arm on the corner of a kitchen worktop. Ms Day said that she was unaware that Ted had injured himself.

Mum and dad (Mr Ramsey) live together with Ted only child. Ted's attendance and punctuality is good (98.7%, no late marks). John Wainwright, Head of Year, has no concerns about Ted and contacts with the family have been positive and supportive. There are no reports of attendance for first aid. There are no concerns about Ted's behaviour in school.

Having analysed the information and spoken to the mother of Ted there are no additional actions are required at this time. Should further concerns be reported this can be reviewed. Case closed.

Appendix G

Legislation and guidance documents

Working together to safeguard children 2018
Keeping children safe in education - GOV.UK (www.gov.uk)
What to do if you are worried a child is being abused 2015
Early years foundation stage statutory requirements 2021
Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
Education inspection framework - GOV.UK (www.gov.uk)
Information Commissioners Office
Information and Records Management Society Toolkit for Schools 2019
Children missing education statutory guidance for local authorities 2016
Pan Sussex Child Protection and Safeguarding Procedures Manual
DfE Data protection: a toolkit for schools Open Beta: Version 1.0, 2018
Inclusion and SEND - Transition - Information Sharing - Czone (eastsussex.gov.uk)
Vulnerable Learners Protocol
Record Keeping Guidance - Czone (eastsussex.gov.uk)