This policy is written in the light of our school mission statement:

“Working together in the light of the Lord”.

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1. **Purpose of this policy**

   The purpose of St Martin’s Safeguarding Children Policy is to ensure that procedures are in place so that every child who is a registered pupil at our school is safe and protected.

   This policy will give clear direction to staff, volunteers and regular visitors\(^1\) about how concerns are managed.

2. **Introduction**

   At St Martin’s we fully recognise the contribution this policy can make in protecting children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The key elements of our policy are **prevention**, **protection** and **support**. By providing a focus on early intervention we aim to improve outcomes for children at the earliest possible opportunity.

   The Children Acts 1989 and 2004 state that a child is anyone who has not yet reached their 18th birthday. Therefore when this policy uses the word ‘child’ or ‘children’ it is referring to ‘children and young people’.

   **This policy applies to all staff, parents, governors, volunteers, visitors and pupils.**

3. **Our Ethos**

   At St Martin de Porres Catholic Primary School, we strive to live out explicitly the Catholic ethos and mission of our school. By “Working together in the Light of the Lord” we aim to provide the best education for all our pupils in every area of the curriculum. In line with our Mission Statement we encourage all members of our community to show care, concern and respect to all they meet. We aim to build self-confidence, knowledge and understanding of all children in our care. We must be ever aware that children have a fundamental right to be protected from harm, regardless of age, gender, race, culture or disability. Children cannot learn effectively unless they feel secure. Therefore, we must be ever vigilant to the possibilities that our children may, on occasion, be at risk and know how to act accordingly.

   Our school promotes an ethos where our pupils feel secure, are encouraged to talk and are listened to. The children have a right to be safe in our school.

   We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self worth or view the world in a positive way. For such children school may be one of the few stable, secure and predictable components in their life. Other children may be vulnerable because they have a disability or they are in care. We seek to provide all our children with the necessary support to keep them safe and build their self-esteem and self-confidence.

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\(^1\) Regular visitors are defined as adults who visit the school on a regular basis representing another organisation but working in partnership with the school, this might include a community, voluntary or statutory organisation.
We are responsive and proactive to our changing demographic context. We have 73.4% (80th percentile) of pupils from minority ethnic groups which is well above the national average of 28.4%. The continuous development programme (CPD) ensures staff attend a range of training that reflects statutory and local need.

We want children at our school to feel able to talk freely to any member of staff or regular visitor if they are worried or concerned about something.

All staff and volunteers will, through induction and training, know how to recognise concerns about a child and know how to manage a disclosure made by a child. Part one of Keeping Children Safe in Education is shared with all staff, is part of the induction process and all staff sign a register to show they have read this document. We also have our own safeguarding leaflet, “Safeguarding in St Martin de Porres Catholic Primary School” which is made available to all staff and visitors. Notices regarding safeguarding procedures are displayed in every room throughout the school.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to, what will happen next.

St Martin’s will endeavour to provide activities and opportunities in the PSHE curriculum, and related SMSC themes, that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

Given the high profile nature of domestic abuse and issues such as radicalisation and the nature of the demographics in Luton, the school offers a range of training, procedures and interventions:

- Senior staff have attended various training, including the Safeguarding Level 2 two day course.
- All staff and volunteers attend Level 1 safeguarding training.
- Staff receive training on prejudicial issues including: bullying, cyber-bullying
- Community Police Officers deliver talks on personal safety to Y5&6 pupils.
- Specialist Police Officers deliver workshops to staff, pupils and parents on internet safety.
- NSPCC deliver assemblies on keeping yourself safe, domestic abuse and where to go for help and support.
- Our Pastoral Care Team facilitates the “Strengthening Families, Strengthening Communities” parenting programme which is provided by the Race Equality Foundation. This covers cultural and ethnic diversity and issues such as domestic abuse and child abuse.
- Parent workshops on Bullying and Cyber-Bullying are supported by the Police School Services.
- Acceptable User Policies are fully implemented to give clear guidance to staff, parents and pupils regarding the use of any ICT.
- At the start of each half term the Computing lesson has a focus on e-safety.
- Any concerns would be addressed using the child protection referral pathway.
- We pro-actively and deliberately plan our PSHE/SMSC themes across the curriculum and in other areas of school life (see PSHE/SMSC Mapping). Themes include the following and are taught as appropriate to each year group:
o Personal hygiene
o Prejudicial issues – including race, disability, gender, sexual orientation
o Cyber bullying/sexting
o People I can trust
o Domestic abuse
o Personal Safety, including trafficking, radicalisation, self-harm, sexual exploitation, FGM, forced marriage
o Democracy
o Views of others / Having a Voice
o Disclosure
o Caring for others
o Dangers of alcohol – substance abuse
o Recycling
o Food safety and hygiene
o Remembrance
o Road safety, including cycle/scooter safety
o Sex & Relationships Education(SRE)
o British values

At all times we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care (Children and Families within the Children and Learning Department).

4. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the safe professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- All staff are aware of ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’ (March 2009) and have read it and signed sheet accompanying the document. This is also part of our induction procedures.

5. Induction

When staff join St Martin’s they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy and told who the Designated Senior Member of Staff for Child Protection is and who acts in their absence.
The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and issue of confidentiality.

All regular visitors and volunteers to our school will be told where our policy is kept and who is the Designated Senior Member of Staff for Safeguarding.

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in social care with child protection enquiries and what happens should we have cause to make a referral to another agency.

6. Safeguarding Children Training

Working Together to Safeguard Children March 2013 states that those ‘in regular contact with children and young people or with adults who are parents and carers’ should have access to basic safeguarding children training. It states that:

- employers are responsible for ensuring that their staff safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given mandatory induction, which includes familiarisation with child protection responsibilities and procedures to follow if anyone has any concerns about a child’s safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.’ (p48)

All staff in school who are in regular contact with children will need to attend basic safeguarding children training every 3 years. This is referred to as ‘Foundation’ safeguarding children training and is provided, in school, by a trainer approved by the Local Safeguarding Board (LSCB). We have two fully trained staff to deliver this training for our own staff and staff from other schools.

Those staff who have ‘particular responsibilities’ with regard to safeguarding children will attend more comprehensive level 2 training and further training provided by the LSCB.

7. Recording and reporting concerns about the safety and welfare of a child

All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the safety and welfare of a child.

If a child is suffering or likely to suffer ‘significant harm’ (see Appendix A) action must be taken immediately.

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2 Working Together to Safeguard Children 2006 e.g. Designated Senior Member of Staff for Child Protection
All concerns about the safety and welfare of a child must be taken seriously.

All staff, volunteers and visitors should:

- Refer to “Concerns Regarding a Child” flowchart – Appendix B
- Record the concern, using the schools safeguarding children recording system – Niggles Sheet (Appendix C) / Safeguarding Children Recording Form (Appendix D).
- Speak to the schools Designated Senior Member of Staff for Safeguarding or the person who acts in their absence.
- Agree with this person what action should be taken, by whom and when it will be reviewed.

**Non-urgent or low level concerns**

All concerns about a child should initiate some form of action.

Concerns that are of a non-urgent or low-level nature\(^3\) should still be recorded centrally using the schools safeguarding children recording system. Initially, our “Niggles Sheet” (Appendix C), completed and handed to a Family Worker, would be the appropriate action. Parents or carers should be informed of the concern, *unless* informing them would put the child at risk of harm.

8. **Informing parents and carers**

We ensure that parents and carers have an understanding of our responsibility to promote the safety and welfare of pupils by making our obligations clear in the school prospectus.

In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised.

Parents and carers should generally be informed if a referral is to be made to the Children and Families Service within Children and Learning or any other agency.

Parents *must not* be informed if it is believed that by doing so would put the child at risk, for example if the child has made a disclosure of sexual or physical abuse.

In this event immediate advice should be sought from the Children and Families Service’s Initial Assessment Team.

Recording and acting upon low level or non-urgent concerns about a child is important in order to recognise the cumulative effect of some types of abuse.

\(^3\) A concern that, in itself, does not reach the threshold of significant harm, however a pattern of concerns may suggest emotional abuse or neglect.
St Martin de Porres Catholic Primary School is committed to ensuring the welfare and safety of all children in school. All Luton schools, including St Martin’s, follow the Luton Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school’s Safeguarding Policy is available on the school’s website and on request.

9. The Role of the Head Teacher

The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the Designated Senior Member of Staff for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

10. The role of the Governing Body

The Governing Body of the school will ensure:

- a member of the Governing Body is responsible for championing safeguarding children issues. This person liaises with the schools Designated Senior Member of Staff for Child Protection and provides information to the Governing Body.
- there is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with safeguarding children issues (Designated Senior Member of Staff for Child Protection). This person must have undertaken appropriate training and attended refresher training every 2 years.
- the school follows local safeguarding procedures and the schools safeguarding children policy is reviewed annually.
- the school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- there are procedures for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
• all staff and volunteers who are in ‘regular contact’\textsuperscript{4} with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and temporary staff and volunteers who work with children are made aware of the school’s safeguarding children arrangements.

• visitors are not left unsupervised and on arrival to the school are provided with our “Visitors’ Safeguarding Information Leaflet” for Adults working at St Martin’s Primary School.

• any deficiencies or weaknesses that are brought to the attention of the Governing Body are rectified.

11. The role of the Designated Senior Member of Staff for Child Protection

The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of all children and young people registered at the school.

The role of the Designated Senior Member of Staff for Child Protection includes:

\textbf{Liaising with the Governing Body and Local Authority}

• acting as the first point of contact with the Local Authority with regard to safeguarding children matters.

• provision of information to the Local Authority on how the school discharges its duties with regard to safeguarding children.

• liaison with the Governing Body and Local Authority with regard to any deficiencies of practice or procedure and how these may be rectified.

\textbf{Referrals to the Children and Families Department and other agencies}

• ensuring all actions are in line with the LSCB’s Safeguarding Inter-Agency Procedures.

• supporting and enabling staff to make effective referrals to the Referral and Assessment Team (RAT) and other agencies where there are concerns that a child is being abused

• holding a copy of all referrals made to the Referral and Assessment Team (RAT) and referrals to other agencies related to safeguarding children matters

• liaison with the Head Teacher (where the role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

\textsuperscript{4} Working Together 2006 e.g. teaching and most non-teaching staff
Training

- ensuring that staff have received information on safeguarding children at induction.

- making sure the school receives LSCB approved safeguarding training at least every 3 years and all staff receive training appropriate to their role.

- ensuring all staff with specific responsibility for safeguarding children attend more in depth training.

- lead Child Protection staff have attended courses, such as:
  - LSCB’s Safeguarding Children (L2) a shared responsibility.
  - Regular attendance at Designated School Safeguarding Officer network meetings.
  - LAC meetings.
  - Anti-slavery.
  - Domestic abuse.
  - Substance abuse.
  - Graded care profile.
  - LSCB Sexual Exploitation.
  - Safeguarding Children from Radicalisation and Extremism.
  - Safeguarding Children from Female Genital Mutilation.

- ensuring all staff understand internal reporting and recording systems and are clear about what to do if they are worried about a child.

Raising Awareness

- ensure all staff and volunteers are aware of the school’s safeguarding children policy and it is readily available and reviewed annually

- keep up to date with changes in local policy and procedure and take account of guidance issued by the Department for Education (DfE).

- Staff are aware of how the teaching of ‘keeping yourself safe’ is important and how teaching children to report/share worries is essential for their well being. This is delivered through our cross-curricular approach to PSHE/SMSC and other extra-curricular activities (see also Teaching & Learning Policy).

Recording Concerns

- managing the school’s safeguarding children recording system. Files are kept securely in a locked fire resistant cabinet.

- when children leave the establishment, ensuring their child protection or safeguarding file relating to them is copied for new establishment as soon as possible, but transferred separately from the main pupil file and signed for upon receipt.
12. Child Protection Conferences and Core Groups

Members of staff may be asked to attend a child protection conference and/or relevant core group meetings, on behalf of the school, in respect of individual children.

The person attending from school will often be the Head Teacher or Designated Senior Member of Staff for Child Protection, however another member of staff may be asked to attend depending on their role or involvement with the child. The person attending will need to have as much relevant up to date information about the child as possible.

A child protection conference will be convened if it is considered the child/ren are suffering or at risk of suffering significant harm. Review conferences and regular core group meetings will be held to monitor the child protection plan.

All reports for child protection conference will be prepared in advance of the meeting. The information contained in the report will be shared with parents at the conference and will include information relating to the child’s physical, emotional and intellectual development.

Child protection conferences can be upsetting for parents/carers and we recognise that school staff are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with all parents and carers. Our responsibility is to safeguard and promote the welfare of all children and our aim is to achieve this in partnership with our parents.

13. Managing Allegations and Concerns Against Staff and Volunteers

Any allegation made against a teacher or other member of staff or volunteer will be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is subject to the allegation.

This school follows the procedures set out by the Local Safeguarding Children’s Board.

14. Safe Recruitment and Selection of Staff

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children. The school’s recruitment processes conform to the guidance set out in “Safeguarding Children and Safer Recruitment in Education Settings” (DFES, January 2007). The school follows the Safer Recruitment Toolkit in the Local Authority Personnel Handbook.

15. Complaints or Concerns Expressed by Pupils, Staff or Volunteers

At St Martin’s we recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.
We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

16. Other Relevant Policies

The Governing Body’s legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Safeguarding Children Policy for Schools
- Keeping Children Safe in Education guidance – DfE April 2014
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Managing Allegations and Concerns Against Staff and Volunteers
- Behaviour Management
- Anti-Bullying
- Care and Control (physical interventions/restraints)
- Special Educational Needs
- Educational Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relations Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- ICT and access to the internet, E-Safety and Acceptable User Policy (AUP)
- Extended school activities.
- Evacuation and Lock Down Procedures.

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

17. Duties as an employer and an employee

We are aware of the statutory responsibility in managing cases of allegations that might indicate a person could pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age 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;
or behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The procedures of dealing with allegations will be managed where, if an allegation has been made against a member of staff, the Head teacher will make a referral to the Local Authority Designated Officer (LADO). If an allegation was made against the head teacher or Lead Child Protection Officer, then the Chair of Governors would be informed. If an allegation is made against the Chair of Governors then the Local Authority would be informed. The school would follow the guidance provided by the LADO and a record of any such investigations would be held in line with keeping children safe in education.

18. Contacts

**Internal**

Mr J Carroll  
Designated Senior Member of Staff for Safeguarding  
01582 617600

Person who acts in the absence of the Designated Senior Member of Staff  
Mrs N Morgan (DH) / Mrs M Brunning (FW) / Mrs S Donaldson (FW)  
01582 617600

Mrs H Wells  
Governor responsible for safeguarding children & Lead Child Protection Officer  
617600

**External**

Referral and Assessment Team  
01582 547653

Emergency Duty Team (out of hours)  
01525 405109

Professionals  
0300 300 8123

Public  
01582 394103

Police Child Abuse Investigation Team  
01582 548984

Safeguarding Children in Education Manager (Paul James)  
01582 548984

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**Appendix A**

**Definitions**

**Significant Harm**  
The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm. (Working Together 2006)
Abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect
The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Emotional Abuse
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges – April 2014
Appendix B

CONCERNS REGARDING A CHILD
Is the child suffering from or at risk of “significant harm”? (*Particularly physical & sexual abuse)

YES

Telephone Initial Assessment Team on 01582-547653 without delay and follow-up with a written referral using a child protection referral form

Not Sure

Telephone Initial Assessment Team on 01582-547653 without delay for advice.

NO

Follow CAF process

Does the child/young person need support from more than one agency or do you need advice on an action plan?

YES

Register CAF

Book into MAFS Panel

Appoint and register Lead Professional if necessary Work on and regularly review CAF action plan with family, young person and colleagues to achieve outcomes.

NO

End CAF episode when outcomes achieved or all available services have been offered. Record services offered/taken up, level of need and reason for closure.
APPENDIX C

Safeguarding Children
‘Niggle Sheet’

Child’s Name: ____________________________  Class: ______

Date: __________________

Member of staff raising the concern: ____________________________

Concern:

COULD YOU HOLD THE MISSING PIECE?
APPENDIX D
LUTON BOROUGH COUNCIL

SAFEGUARDING CHILDREN
RECORDING FORM

VERY IMPORTANT: If you consider the concern to be of an urgent nature action should be taken immediately and this recording form completed afterwards.

<table>
<thead>
<tr>
<th>Child’s name</th>
<th>Date of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name</td>
<td>Job Title</td>
</tr>
</tbody>
</table>

1. **Concern:**
   Describe the event or observation (see reverse for body map). If the child has made a disclosure, record what the child said, using his/her own words on a piece of paper and attach to this form.

2. **Impact:**
   Is there any identifiable impact on the child, i.e. their physical or emotional wellbeing?

3. Now, take this form to the Designated Senior Member of Staff for Child Protection

4. Discuss the concern with the Designated Person and agree what actions to take.
   They will keep this form on file and add a brief summary of the concern, impact and planned actions to a chronology sheet.

5. Agree when and how the actions will be reviewed

   Today’s Date (if different from above)

PLEASE KEEP THIS FORM SAFE – DO NOT LEAVE IT FOR OTHERS TO SEE

17
If concern is about a mark or injury, circle area of body where marks appear, use box 1 overleaf to describe the mark. In this event seek advice immediately.