

SAFEGUARDING POLICY

Introduction

- 1.1 This policy states the responsibilities of The College of Animal Welfare in relation to safeguarding apprentices and susceptible adults, in line with current legislation and guidance. The College will keep its policy and procedures on safeguarding under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and accountabilities with regard to the safety and wellbeing of students.
- 1.2 Safeguarding is a core element of all aspects of the College's activity. The term safeguarding describes the broader preventative and precautionary approaches to planning and procedures that are necessary to be in place to protect all apprentices, learners, staff and visitors and minimise risk from any potential harm. Protection of the apprentices and susceptible adults, 'safer recruitment practice' and health and safety are all aspects of safeguarding, including mental health and online safety. This policy has, in the process of its formulation, been shared with the Cambridge safeguarding board (LSCB). The policy will be kept under annual review and takes due account of guidance by DfES and other relevant bodies and groups including the College's Health & Safety and Safeguarding Committees.
- 1.3 This policy links to the following College policies:
- Anti-bullying Policy
 - Online Safety Policy
 - Whistleblowing Policy
 - Complaints
 - Safer Recruitment Policy
 - Prevent Policy (preventing extremism and radicalisation)
 - GDPR Policy
 - Fitness to Study Policy
 - Fitness to Practise Policy
 - Health & Safety Policy
 - Acceptable Behaviour Policy
 - Equality, Diversity and Inclusion Policy
- 1.4 **Adults at Risk**
An adult at risk is anyone who is 18 or over, who is or may need support services by reason of mental or other disability, age or illness and who is or may be unable to take care of themselves or unable to protect themselves against significant harm or exploitation. The policy complies with the guidelines set out by The Department for Education; Keeping Safe in Education 2024, The Children's Acts 1989 and 2004, Education Act 2002, Data Protection Act 2018 (including GDPR), Sexual Offences Act 2003, Safeguarding Vulnerable

Groups act 2006, Adoption and Children Act 2002, Children and Social Work Act, 2017, Counter Terrorism and Security Act, 2015 and the Cambridgeshire and Peterborough Inter-Agency Procedures

2. Policy Statement

- 2.1 The College of Animal Welfare is dedicated to maintaining a safe and welcoming environment across all its sites for staff, apprentices, learners, and visitors. We are committed to fulfilling our duty to safeguard and promote the welfare of young people and vulnerable adults. This includes identifying cases of suspected abuse and making referrals to the appropriate investigating agencies. Additionally, we emphasise the importance of early help and mental health support, ensuring that individuals receive the necessary assistance at the earliest opportunity to promote their overall well-being.
- 2.2 The College is committed to taking a preventative approach to safeguarding young people from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- 2.3 The College reserves the right to refuse admission to any student who may pose a risk to apprentices or susceptible adults and has appropriate student admissions procedures in place.
- 2.4 The College takes its obligations seriously to deliver the outcomes specified in the Ofsted Education Skills Inspection Framework. In the context of this policy, inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and members of the Employer Forum help and protect all apprentices and learners to keep them safe.
- 2.5 The College commits to take all appropriate actions to address concerns about the welfare of apprentices and young people and to work to agreed local policies and procedures to ensure that the maximum is done to provide a safe environment for apprentices and young people in the College. The College recognises that safeguarding impacts on all areas of an individual's life. The College aims to build knowledge of safeguarding and resilience in apprentices and learners within their college experience, personal lives and within the community. The curriculum includes elements of safeguarding, resilience, managing mental fitness and health and safety.
- 2.6 The College will safeguard apprentices and young adults at risk by:
 - Providing enhanced guidance on online safety, emphasising the need for educating students about online risks and ensuring robust online safety measures are in place
 - adopting safeguarding procedures and a code of acceptable behaviour for staff and students
 - sharing information about safeguarding and good practice with apprentices, young people, parents and staff
 - sharing information about concerns with agencies who need to know and involving young people and parents appropriately

- carefully following the procedures for pre-appointment checks , recruitment and selection of staff
- providing effective management for staff through support, supervision and training
- creation and promotion of an open culture through a public interest disclosure (Whistleblowing Policy 2024)
- reacting to and reporting abuse
- checking the safeguarding arrangements of sub-contractor and contractors
- adherence to professional codes of conduct
- effective health and safety procedures
- reviewing the policy, staff training and good practice arrangements annually

2.7 The College recognises that because of the day to day contact with apprentices and young adults at risk the staff are well placed to observe signs of abuse. The College will therefore:

- establish and maintain an environment where apprentices and young people feel secure, are confident to talk and are listened to
- ensure apprentices and young people at risk know they can approach any adult employed in the College if they are worried
- include opportunities in the curriculum for apprentices and young people at risk to develop the skills they need to recognise and stay safe from harm or abuse.
- Include information on the importance of early help and the role of staff in identifying and supporting children who may benefit from early help.
- Update procedures for handling allegations against staff, including the distinction between allegations that meet the harm threshold and those that do not.
- Ensure all staff receive regular safeguarding and child protection training, including updates on the latest guidance and online safety.

3. Apprentices Needs and Rights

The College of Animal Welfare recognises that learners have additional needs and rights to support and protect them

- **The need for a safe learning environment:**
 - Ensuring that the physical and emotional environment is safe and conducive to learning.
- **The need for access to resources:**
 - Providing learners with the necessary resources, such as textbooks, technology, and support services, to facilitate their education.
- **The need for clear communication:**
 - Ensuring that learners receive clear and timely information about their courses, policies, and any changes that may affect them.
- **The need for inclusivity and diversity:**
 - Promoting an inclusive environment that respects and values diversity, ensuring that all learners feel welcome and supported.
- **The right to privacy:**
 - Protecting learners' personal information and respecting their privacy in accordance with data protection laws.

- **The right to voice concerns:**
 - Providing a safe and confidential way for learners to voice concerns or complaints without fear of retaliation.
- **The right to participate in decision-making:**
 - Encouraging learners to participate in decisions that affect their education and well-being, fostering a sense of ownership and responsibility.
- **The right to support for additional needs:**
 - Ensuring that learners with disabilities or additional needs receive appropriate support and accommodations to fully participate in their education.
- **The right to mental health support:**
 - Providing access to mental health resources and support services to help learners manage stress and maintain their well-being.
- **The right to career guidance:**
 - Offering career guidance and support to help learners make informed decisions about their future and achieve their career goals.

4. **The College's Commitment**

In the context of apprentices' needs and rights, the College Senior Management Team and the Employer Forum are committed to ensuring that the College:

- Recognises the paramount importance of the welfare of apprentices and young people, ensuring their right to protection from abuse.
- Raises awareness of safeguarding issues and promotes positive relationships between staff and apprentices.
- Provides a safe learning environment on campus and during offsite activities.
- Identifies and supports apprentices and young people at risk of significant harm.
- Responds promptly and appropriately to all suspicions and allegations of abuse, referring cases to the relevant agencies.
- Adopts rigorous approaches to risk assessment and management.
- Ensures all staff receive regular and comprehensive safeguarding training to stay updated on the latest guidance and best practices.

The Safeguarding Group, chaired by the Lead Designated Safeguarding Officer, oversees compliance monitoring. Five trained Safeguarding Officers are responsible for receiving referrals and taking appropriate action.

The College recognises the need to work with other agencies in undertaking its safeguarding commitments including:

- Following procedures in line with relevant interagency (local safeguarding board) guidance.
- Operating safe recruitment procedures.
- Implementing procedures to address concerns or suspicions about a young person's welfare.
- Establishing procedures to handle allegations of abuse against staff and students.
- Ensuring all staff working with learners receive regular safeguarding training and understand their responsibilities, including identifying apprentices and young people at risk of significant harm.

- Reviewing the safeguarding policy annually.
- Reporting annually to the Employer Forum on the implementation of this policy and procedures.

Key agencies involved in safeguarding include:

- **Local Safeguarding Children Board (LSCB):** Provides guidance and support for safeguarding practices.
- **Disclosure and Barring Service (DBS):** Assists with safe recruitment by providing criminal record checks.
- **Local Authority Social Services:** Manages referrals and investigations of safeguarding concerns.
- **Police:** Investigates allegations of criminal abuse.
- **Ofsted:** Inspects and regulates services that care for children and young people.

5. The Ten Types of Abuse and Neglect:

- **Physical abuse** – hitting, kicking, burning, inappropriate restraint or moving and handling, misuse of medication and force feeding.
- **Sexual abuse (non-contact)** – photography, indecent exposure, harassment, enforced witnessing of sexual acts
- **Sexual abuse (Contact)** – inappropriate touching, forced masturbation of either or both persons, sexual assault, rape
- **Psychological/Emotional abuse** – threatening, prevention of using services, denial access to friends, lack of stimulation and meaningful occupation
- **Financial abuse** – theft of money or possessions, misuse of benefits, misuse of power of attorney, loans made under duress
- **Neglect or acts of omission** – for example, a carer not meeting a person’s care needs, failure to provide food, shelter or clothing, medical care
- **Discriminatory abuse** – any abuse based on discrimination for example, not providing someone with culturally appropriate meals, inappropriate nicknames, unequal treatment and derogatory remarks. Harassment based on protected characteristics
- **Organisational or Institutional abuse** – for example, repeated incidents of poor practice or neglect within an organisation, services that are based on the needs of staff/managers rather than the service users
- **Modern Slavery** – Human trafficking, Forced labour, Domestic servitude, Sexual exploitation such as escort work, prostitution and pornography and debt bondage.
- **Domestic violence or abuse** – Controlling, coercive or threatening behaviour. Violence or abuse between 16 or over who are or have been, intimate partners or family members. Honour based violence, female genital mutilation and forced marriage.

Other safeguarding issues that the College are aware of and monitor:

- Extremism/radicalisation
- Online abuse
- Child on child abuse
- Fabricated or induced illness
- Self-neglect

- Children who are absent from education for prolonged periods and/or repeated occasions
- Homelessness
- Mental health
- Cybercrime
- County lines
- Substance abuse
- Cybercrime
- Self -Harm and Suicidal ideation
- Female Genital Mutilation
- Grooming
- Forced Marriage
- Exploitation(child sexual exploitation and child criminal exploitation)

6. **Statutory Guidance and Framework**

Under the "Keeping Children Safe in Education" (KCSIE) 2024 guidance, staff must understand their safeguarding responsibilities, read key parts of the guidance, and receive regular training. The college must follow safer recruitment practices, handle allegations against staff appropriately, and maintain accurate records. Staff should be aware of early help, mental health support, online safety, and child-on-child abuse. The safeguarding team must work with relevant agencies, follow interagency procedures, and ensure a safe learning environment. Regular policy reviews and annual reports are submitted to the Employer Forum to ensure compliance and effectiveness.

7. **Designated Staff**

A list of designated persons with responsibility for safeguarding and child protection is given at Annexe 1.

8. **Safeguarding Training**

All members of staff at The College of Animal Welfare undergo safeguarding training at required intervals, in line with advice from the LSCB.

- Members of staff are responsible for ensuring the safeguarding policy and procedures are always adhered to
- Liaising with the Designated Safeguarding Lead or one of the Designated Safeguarding team members
- Inform the Designated Safeguarding Lead or one of the Designated Safeguarding team members, of any suspected cases of abuse or neglect
- Dealing with any disclosures in a supportive and reassuring way
- All staff are required to undertake training courses at regular intervals. Additional training is provided for those with direct safeguarding responsibilities
- Training is undertaken at regular intervals when new appointments are made, when there is a change in legislation, or as a yearly refresher. Evidence of safeguarding training is up to date and easily accessible for review in the cpd records and by records held by the HR Manager. The Designated Safeguarding Lead shares safeguarding training data with the Employer Forum at regular intervals.

The online safeguarding course includes topics:

- Safer recruitment

- Child protection in education
- Safeguarding young people
- Adult Safeguarding
- Roles & Responsibilities
- Safe Recruitment
- Handling Allegations against Staff
- Mental Health and Wellbeing
- Early help and Intervention
- Prevent Duty
- Whistleblowing
- Types of abuse and neglect
- Legislation & Guidance

9. **Acceptable Behaviour for Staff and Students**

All staff are required to demonstrate exemplary behaviour and maintain high professional standards. Such behaviour will protect both staff and students from allegations of misconduct. Students are required to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations. For more information, please refer to the Acceptable Behaviour Policy, Netiquette Guidance and the Student Code of Conduct.

10. **Safeguarding Information for Students**

The College is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that there is a safeguarding team. The College will inform students of whom they can talk to, both in and out of College, their right to be listened to and be heard and what steps can be taken to protect them from harm.

This information is delivered to apprentices and learners at the start of their course and reinforced throughout their programme of study via the personal tutor scheme, the curriculum, the VLE and on the College website.

11. **Dealing with a Disclosure – See Appendix 3 Approach to dealing with a concern**

If a student tells a member of staff about an incident:

1. **Tell:**

- **Receive:** Listen carefully and stay calm.
- **Reassure:** Tell the young person they have done the right thing by speaking up.
- **Inform:** Explain that you must pass the information on, but only those who need to know will be told. Inform them who you will report the matter to (Safeguarding Officer).

2. **Explain:**

- **React:** Do not interview the young person. Use open-ended questions and avoid putting words into their mouth. Keep questions to a minimum and note the main points carefully:
 - Date, time, and place of the incident
 - Name of the young person
 - Name of the person alleged to be involved, if different
 - Nature of the incident (record factually, avoid opinions)
 - Description of any physical or mental injuries observed
 - Any other information given
 - Confirmation that the young person has been advised of the next steps
 - Signed, dated, and time of the report

3. **Log:**

- Record all concerns regarding the welfare of students and discuss them with a member of the safeguarding team.

It is not the responsibility of College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and report them to the designated safeguarding lead.

The Safeguarding Lead or nominated Safeguarding Officer will make referrals to the relevant agency. If, after discussion with the Designated Safeguarding Lead, a member of staff believes a referral should be made but the Designated Safeguarding Lead does not, they may still make the referral to a relevant external agency. If abuse is suspected but not disclosed, it may be appropriate to remind the apprentice or young learner about the availability of other appropriate sources of assistance.

12. **Safeguarding Group**

The College Safeguarding Committee meets 6 times a year. This includes representation across the College including the Designated Safeguarding Lead, Safeguarding Officers and those from other centres. The group reports to the College's Senior Management and its terms of reference include monitoring the effectiveness of the College's safeguarding arrangements, advising on the development and review of related resources, and developing a safeguarding plan. The safeguarding group concerns itself with the wider safeguarding agenda which include matters such as bullying, online safety, safe learning environment, drug and alcohol misuse, mental health and student awareness of personal safety.

The Designated Safeguarding Team share best practice, develop, review and ensure consistency of procedures, training and consider feedback from the local safeguarding board.

13. **Preventing Violent Extremism – The Prevent Agenda**

- 13.1 The Counter Terrorism and Security Act (2015) places a duty on the College to take best endeavours to prevent students from being drawn into terrorist and extremist activity, and statutory guidance is in place.

Prevent is embedded within The College of Animal Welfare's safeguarding procedure and this document should therefore be read in conjunction with the Prevent Strategy.

- 13.2 Staff will be trained through the safeguarding training to raise awareness of Prevent and will complete the Jisc introduction to the Prevent strategy (WRAP). Staff are aware of the signs of extremism and report any such concerns through the safeguarding process. The College will take concerns and take action as necessary, including referral to the local police contact, the Channel Panel, the Multi Agency Support Hub and/or providing support through the College's internal structures.
- 13.3 The College will also promote the ethos of the 'Prevent Agenda' by encouraging free and open debate whilst challenging extremist views. Through classroom practice, theme weeks and induction activities, the college will encourage equality of opportunity and celebrate diversity.
- 13.4 The College will not post or allow its premises to be used by extremist groups and will seek to prevent the distribution of extremist literature. The promotion of any organisation with links to violence and extremism is contrary to the values of the College and will constitute misconduct.
- 13.5 The College has conducted a risk assessment to consider the threats the organisation might face and the impact of any breaches of security. A Business continuity and incident response plan is in place should there be any disruptions to the business. IT security precautions are in place including the safe disposal of confidential waste.

14. **Child on Child Abuse**

Apprentices and young learners can abuse others. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) abuse in intimate personal relationships between young people, bullying, including cyberbullying, prejudice-based and discriminatory bullying, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse, sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence, sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent consensual and non-consensual sharing of nude and semi nude images and or videos (also known as sexting or youth produced sexual imagery)

'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim

initiation/hazing type violence and rituals.

This can happen both inside and outside of the learning environment and online.

All staff should be able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with the safeguarding policy.

Staff recognise the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for apprentices and in worst case scenarios, a culture that normalises abuse leading to young people accepting it as normal and not coming forward to report it.

15. **Students requiring mental health support**

Students arriving at the college for the first time need to adapt to significant changes, such as moving to a new area, separation from family and friends, establishing a new social network, managing a tight budget, combining academic study with family commitments, coping with a disability in a new environment and, for international students, living in a new country and adjusting to a different culture. For many, these changes are exciting and challenging and an intrinsic part of the attraction of going to college, however, they can also give rise to anxiety and stress.

15.1 The college aims to provide a supportive environment that will help students with mental health difficulties to realise their academic potential and more specifically, to meet course requirements. This will be supported by:

- encouraging students with mental health difficulties to seek help
- supporting a culture in which mental health problems are accepted, not stigmatised
- liaising with appropriate services to ensure that students with serious mental health problems receive appropriate treatment
- meeting the support and study needs of students with mental health disabilities
- making reasonable adjustments to policies and procedures which might otherwise unlawfully discriminate against students with mental health difficulties
- ensuring that the availability of support is accurately and widely publicised to both prospective and current students
- establishing consistent procedures across the college for helping students with mental health difficulties
- providing guidance and awareness training to those staff involved in the support and care of students; and
- respecting the confidentiality of personal information provided by students with mental health difficulties

- 15.2 Information about the support available to students with mental health difficulties is provided as part of the induction process, both electronically and in paper form. Publicity material emphasises the importance of seeking help at the earliest possible opportunity and of the confidentiality of personal information. Information is regularly reviewed to ensure that it remains accurate and appropriate.

The VLE provides detailed information on-line and in print about the services it offers students. They also provide a student self-help library and self-help web-pages, both of which provides practical advice on how to cope with problems such as anxiety, depression, bereavement, insomnia and exam stress.

The College is continuously building a range of resources for staff and students to support good mental health including referral to the college counsellors and the adoption of the 24 hour platform 'Togetherall'.

16. The college has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness. Staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Head of IT is responsible for delivering and maintaining effective filtering and monitoring systems on an annual basis that meet safeguarding needs.

The Senior Management team are responsible for procuring filtering and monitoring systems documenting decisions on what is blocked or allowed and overseeing reports. They are also responsible for making sure that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.

17. **Complaints regarding the handling of a safeguarding issue**

Any complaint about the handling of a safeguarding issue can be made directly to the Chair of the Employer Forum or to the Cambridge local agency safeguarding hub.

The College's Complaint Policy and Procedures can be used when making a complaint.

Minimum expectations for complaints will be acknowledged within five days of receipt, wherever possible the College will aim to resolve any complaints to the satisfaction of both parties within 10 working days.



Barbara Cooper Hon Assoc RCVS Cert Ed Lic IPD DTM RVN
Principal, The College of Animal Welfare
February 2025

Appendix 1 - Designated Staff with responsibility for Safeguarding Apprentices and Young People

Role	Name	Contact number	Email
Designated Safeguarding Lead	Barbara Cooper	07803 903047	bcooper@caw.ac.uk
Designated Safeguarding Officers	Ruth Nield		rnield@caw.ac.uk
	Mel Young	07967 730 192	myoung@caw.ac.uk
	Claire Defries	07980 210 286	cdefries@caw.ac.uk
	Deborah Gould	07824 304546	dgould@caw.ac.uk
Principal	Barbara Cooper	07803 903047	bcooper@caw.ac.uk

Designated Safeguarding Officers receive training in safeguarding and interagency working and will receive refresher training at least every 2 years however training will take place annually. The team are required to keep up to date with all developments in safeguarding apprentices and young people on an annual basis.

Designated safeguarding staff are responsible for:

- **Overseeing Referrals:**
 - Oversee the referrals of cases of suspected abuse or allegations to the Multi-Agency Safeguarding Hub (MASH) or other relevant agencies.
- **Record Keeping:**
 - Maintain accurate and detailed records of any safeguarding concerns, even if they do not lead to a referral.
- **Parental Awareness:**
 - Ensure that parents of apprentices and young learners are aware of the College's safeguarding policy and procedures.
- **Liaison with Agencies:**
 - Liaise with MASH, local authority children's social care, the police, and other appropriate agencies
- **Liaison with Schools:**
 - Liaise with secondary schools that send learners to the College to ensure appropriate safeguarding arrangements are in place.
- **Safeguarding in Work Placements:**
 - Ensure that the College works with employers and training organisations providing apprenticeships and/or work placements to ensure appropriate safeguards are in place.
- **Staff Training:**
 - Ensure all staff receive regular safeguarding training and are aware of their responsibilities, including identifying apprentices and young people at risk of significant harm.
- **Annual Refresher Training:**
 - Ensure that refresher safeguarding training takes place annually for all staff.
- **Policy Review and Reporting:**

- Review the safeguarding policy annually and report to the Employer Forum on its implementation. Report any deficiencies in procedural policies identified by the Employer Forum at the earliest opportunity.
- **Support and Guidance:**
 - Provide support and guidance to staff on safeguarding issues and ensure they are aware of the procedures for reporting concerns.
- **Early Help and Mental Health:**
 - Promote the importance of early help and mental health support, ensuring staff can identify and support students who may benefit from early intervention.
- **Online Safety:**
 - Ensure robust online safety measures are in place and that staff and students are educated about online

Appendix 2 Logging a concern

Log of concern about a young person 's welfare

Name of College	College address:
Learner's full name:	Learner's date of birth:
Ethnicity:	Gender:
learner's first language:	
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
Was any first aid administered?	
<p>1. Description of the incident / concern (Description of any physical or mental injuries observed, if any. Include a body map if applicable) Verbatim account of the young person's disclosure, if possible including any other information given by the young person. Include confirmation that the young person has been advised of the next steps and any immediate actions taken by the reporting staff member.</p>	
Signature of person completing log:	
Body map completed? YES / NO (If YES, please attach securely)	

Please pass this form **immediately** to the Designated Person for Safeguarding, who should complete the section overleaf.

To be completed by the Designated Person for Safeguarding

Name of Designated Person:

Initial action taken by the Designated Person:

Has the parent/carer been informed of the concern? **YES / NO** (please circle as appropriate)

If YES, state name of parent/carer:

If YES, state who informed the parent/carer, the action taken and the outcome:

If NO, provide the reason why not:

Date:

Time:

Signature of Designated Person:

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

Designated Person – please ensure a record of this log is added to the child welfare chronology and added to the child’s welfare file. If advice is required or you need to make an urgent referral, call Customer Service 0345 045 5203 or the Emergency Duty Team (Out of hours) 01733 234724. The MASH can be contacted on 01480 847743.

Emergency

Body map

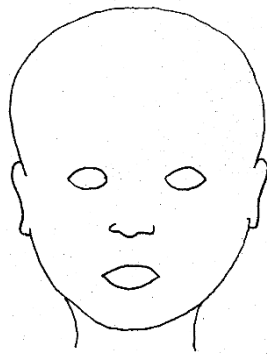
Full name of young person :

Date of birth:

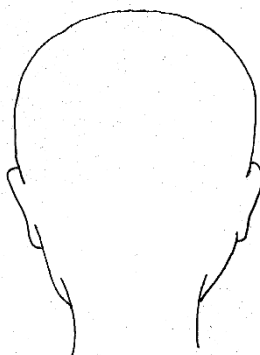
Date body map completed:

Name and role of person completing the body map:

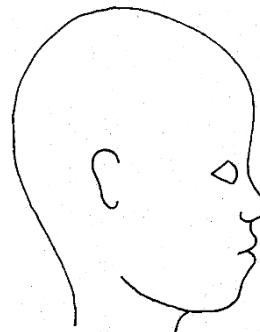
Important – remember to attach the body map to the log of concerns about a child's welfare



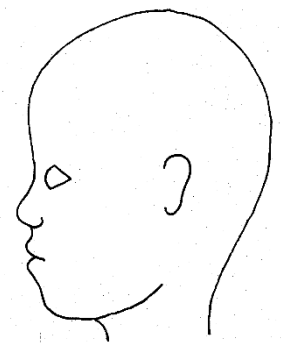
FRONT



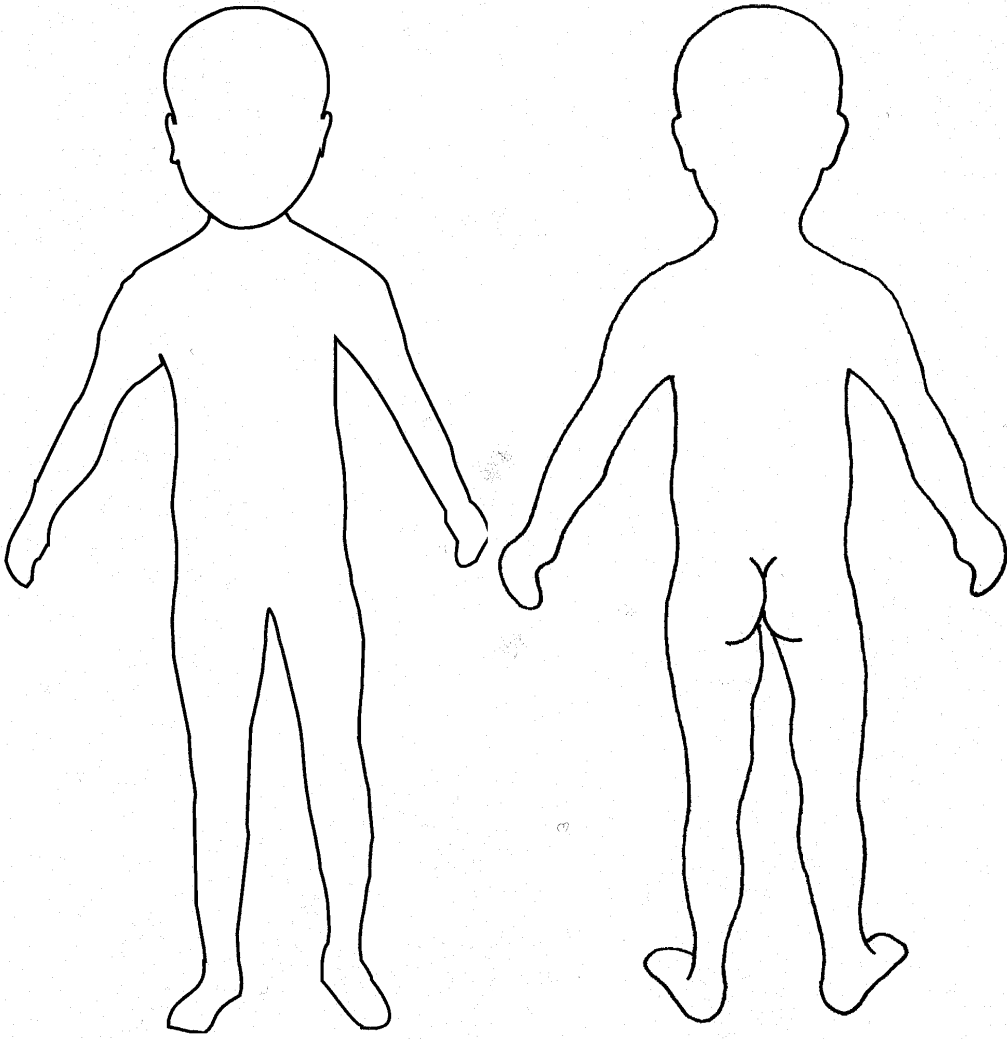
BACK



RIGHT



LEFT



Appendix 3 Approach to reporting a concern

