

Journeys, Leaves and Seeds Safeguarding Children Policy



Journeys, Leaves and Seeds (JLS) Early Education Specialist C.I.C Safeguarding Children Policy & Procedures 2025

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Policy Statement

Journeys, Leaves and Seeds (JLS) Early Education Specialist C.I.C (JLS C.I.C) believes that all children have the right to enjoy the activities of the company in a happy, safe and secure environment. We believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.



The purpose of the policy:

- To provide protection for the children and young people who receive JLS C.I.C services
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.
- This policy applies to all staff, including senior managers and the board of directors, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Journeys Leaves and Seeds (JLS) Early Education Specialist C.I.C.


We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Ensuring all recruited staff are aware and comply with the policy regarding safeguarding
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

The following procedures support the Safeguarding Children Policy of Journeys, Leaves and Seeds (JLS) Early Education Specialist, as approved and adopted by Management.

We are committed to reviewing our policy and good practice annually. This policy statement and accompanying procedures were last reviewed on 21/05/2024

Signed:  [this should be signed by the most senior person with responsibility for safeguarding and child protection in your organisation, for example the safeguarding and child protection lead on your board of trustees].

Date: 01/10/2023 21/05/2024 06/01/2025

The following procedures have been set out to provide detailed, practical guidance to enable trainers and staff in contact with children to implement the policy. It is also available for the young people, parents and carers that engage with Journeys, Leaves and Seeds JLS Early Education Specialist C.I.C in any way.



For convenience Journeys, Leaves and Seeds JLS Early Education Specialist C.I.C is referred to in this document as JLS C.I.C

*The Designated Safeguarding Lead referred to in this document is Jenny Smillie

Important Contact Details:

In an emergency call **999**.

JLS C.I.C

07375 320 043

Borough details for Safeguarding Children Board:

- **Knowsley Multi-Agency Safeguarding Hub (MASH) on 0151 443 2600 (during office hours)**
 - **Our office hours:**
 - Monday to Friday 9.00am to 5.00pm **Members of the public should always make contact by telephone.**
 - If you urgently need help outside office hours you can contact the **Emergency Duty Team on 0151 443 2600**
 - Please note if you believe a child or young person is at immediate risk of harm, you should contact the police urgently, CALL 999
Emergency
 - The Knowsley Multi – Agency Referral Form (MARF online referral form) may be used by professionals only to refer children into the MASH.

National helpline for Children:

Childline

0800 1111

NSPCC Child Protection Helpline

0808 800 5000



Safeguarding Policy and Child Protection Policy

JLS C.I.C provides services which aim to support and empower professionals, parents, children and their families through a range of classes and courses. We offer Forest School sessions to communities and local nurseries and schools, as well as training, advice and support for a wide range of early years professionals and parents. Through these meetings we can support parents on their parenting journey, as well as extend professionals knowledge and expertise to encourage children's brain development through providing stimulating and educational resources to enhance learning through play. We are committed to providing a safe, secure environment for all members of the community regardless of age, ethnicity, political, social, or cultural beliefs. JLS Early Education Specialist aims to support parents and children's social, emotional, mental and physical wellbeing supporting families holistically which ultimately creates a generation of well rounded, secure and confident and resilient children.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from <https://learning.nspcc.org.uk/research-resources/schools/safeguarding-legislation>

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take.
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a Designated Safeguarding Lead for children and young people, a deputy and a lead trustee/board member for safeguarding.
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures



- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: ico.org.uk/for-organisations]
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Members with Specific Responsibility for the Protection of Children and Young People.

- **Designated Safeguarding Lead role**

JLS C.I.C appoints a Designated Safeguarding Lead (DSL). The roles and responsibilities of this person are detailed below. Specific responsibilities in relation to allegations are detailed in Section 5.

- **Role and Responsibilities of the DSL**

Within JLS C.I.C the Designated Safeguarding Lead will:



- Implement and promote JLS C.I.C's child protection policy, procedures and guidance.
- Regularly report to management.
- Act as the main contact within JLS C.I.C for the protection of children and young people.
- Provide information and advice on the protection of children and young people.
- Support and raise awareness of the protection of children and young people.
- Communicate with staff on issues of child protection.
- Keep abreast of developments and understand the latest information on data protection, confidentiality and other legal issues that impact on the protection of children and young people.
- Encourage good practice and support of procedures to protect children and young people.
- Establish and maintain contact with local statutory agencies including police and social work departments.
- Maintain confidential records of reported cases and action taken and liaise with the statutory agencies and ensure they have access to all necessary information.
- Organise training for staff in contact with children and young people.
- Regularly monitor and review JLS C.I.C's child protection policy and procedures.
- Participate, as appropriate, in monitoring and performance appraisal activity.
- Maintain confidential records of reported cases and action taken and liaise with the statutory agencies and ensure they have access to all necessary information.
- Attend training on the protection of children and young people.

Guidance Note to Section 1

The Roles and Responsibilities of the DSL are additional duties for a current member of staff or management.

The DSL, whilst a member of staff, has a responsibility directly to the children and young people attending JLS C.I.C's activities. This multi-level relationship with agencies, children and young people empowers and requires the DSL to report any matter of concern relating to child protection policy and practice, directly to Management.

Parents, children and young people should be aware that there is a DSL, who this person is and how they can contact him/her.



In meeting the responsibilities set out in the procedure above, the DSL should (see also section 5):

- Ensure that every member of staff, who has contact with children, is provided with a copy of and understands, '**Code of Conduct for the Protection of Children**'.
- Ensure that all staff and/or volunteers understand that any and all concerns must be reported to the Designated Safeguarding Lead and that, if there are concerns or allegations, other members must not embark on information gathering or assessment, either by speaking to the child, or children, involved, or any other person.
- Establish to his or her satisfaction that each member staff, understands and acknowledges the company's commitment to the protection of children, is aware of the Association's child protection policy and procedures and accepts his/her obligation to apply the policy and procedures. This commitment will be assessed through establishing the views of members of staff in relation to the importance of the child protection policy and procedures.
- Receive information from any person who has concerns regarding the welfare of a child. These may be concerns about the alleged abusive behaviour of someone not connected with the activities at JLS C.I.C. Alternatively, they may be concerns expressed about the alleged abusive behaviour of a member of staff. In either case, the DSL should ascertain the facts from the person who has drawn his/her attention to the matter. The DSL should make a record of this information.
- In relation to a specific incident, seek to establish information relating to dates, times, persons involved and/or present. In addition he/she should seek to separate fact from opinion, objective details from subjective assumptions. Having done so, the DSL should then form an opinion as to whether the matter warrants referral to statutory agencies (police or social services). If the DSL is in any doubt about this, then a referral should be made. It is of prime importance that a referral to the statutory agencies is not delayed.

Recommended Characteristics of the Designated Safeguarding Lead:

- Have an understanding of the issues affecting children and young people and the sensitive way in which they must be managed.
- Be able to communicate the implications of protecting children and young people to all members.
 - Be able to communicate with children and young people.
 - Be supportive of the introduction of child protection policies and procedures.
- Have an understanding and appreciation of the need to respect confidentiality.
- Be able to follow procedures and recognise when to seek advice and not rely solely on their own judgement.



- Be willing to challenge members who do not comply with the child protection policy and procedures.

Code of Conduct for the Protection of Children and Young People

A Code of Conduct provides clear expectations of members of staff and the specific responsibilities they must uphold as a trainer. The Code of Conduct provides a set of standards of acceptable and unacceptable behaviour for members when working with children and young people.

The Code of Conduct was developed to achieve good practice and to reinforce common sense principles. This Code of Conduct binds all JLS C.I.C's staff in contact with children and young people and details the type of practice required by staff when in contact with children and young people. The types of practice are categorised into *good practice*, *practice to be avoided* and *practice never to be sanctioned*. Suspicions or allegations of non-compliance of the Code by a member of staff will be dealt with through JLS C.I.C's Disciplinary Procedure (See JLS C.I.C DP).

Good Practice

JLS C.I.C supports and requires the following good practice by members when in contact with children and young people.

When working with children and young people:

- Always check on visitors and guests throughout workshop/activity delivery whether their visit is by invitation or unsolicited. This is to ensure the children's welfare is safeguarded at all times.
- Make the activity fun, enjoyable and promote fair play.
- Always work in an open environment, e.g. avoid private or unobserved situations and encourage an open environment for activities.
- Health & Safety procedures must be adhered to at all times.
- Treat all children and young people equally, with respect and dignity.
- Ensure that if children and young people are in contact with any tools or equipment, they are informed of how they can make use of this equipment, ensuring they are supervised for their safety at all times.
- Put the welfare of each child or young person first before winning or achieving performance goals.
- Be an excellent role model including not smoking, drinking alcohol, swearing or using other inappropriate language in the company of children and young people.



- Give enthusiastic and constructive feedback rather than negative criticism.
- Ensure that if any form of manual or physical support is required for a child or young person, it is provided openly, the children and young people is informed of what is being done and their consent is obtained.
- Involve the DSL wherever possible.
- Build balanced relationships based on mutual trust that empower children and young people to express their views and to share in the decision-making process.
- Recognise the developmental needs and capacity of children and young people and avoid excessive training or competition and either pushing them against their will or putting undue pressure on them.
- Ensure that when children and young people leave a workshop/activity, they do it safely, taking care of the traffic and accompanied by an adult where possible.

CONFIDENTIAL



First Aid Treatment of Injuries

If, in your capacity as a activity leader and/or trainer, children and young people require first aid or any form of medical attention whilst in your care, then the following good practice must be followed:

- Ensure access to medical advice and/or assistance is made available.
- Keep a written record of any injury that occurs, along with the details of any treatment given.
- Only those with a current, recognised First Aid qualification should respond to any injuries.
- Where possible, any course of action should be discussed with the child or young person and their permission sought before any action is taken.
- The DSL must be informed of any injury and any action taken as soon as possible.
- A Notification of Accident Form (See *Appendix I: Notification of Accident/Incident Form*) must be completed and signed and passed to JLS C.I.C's Health and Safety Officer

Practice to be Avoided

In the context of your role with JLS C.I.C, the following practice should be avoided:

- Avoid having 'favourites' - this could lead to resentment and jealousy by other children and young people and could lead to false allegations.
- Avoid spending excessive amounts of time alone with children and young people away from others.
- Avoid, where possible, doing things of a personal nature for children and young people that they can do for themselves.

Important Note

It may sometimes be necessary for members to do things of a personal nature for children and young people, depending on age and particularly if they are affected by disability. These tasks should only be carried out with the full understanding and consent of the child. Do not take on the responsibility for tasks for which you are not appropriately trained.

Practice never to be sanctioned

In the context of your role within JLS C.I.C, the following practices should never be sanctioned:

- Never engage in 'rough and tumble' games, which could be misinterpreted.
- Never engage in rough or physical contact.



- Never form intimate emotional or physical relationships with children or young people.
- Never allow or engage in touching a child or young person in a sexually suggestive manner.
- Never allow swearing or the use sexualised language by children and young people to go unchallenged.
- Never make sexually suggestive comments to a child or young person, even in fun.
- Never reduce a child or young person to tears as a form of control.
- Never allow allegations made by a child to go unrecorded or not be acted upon.
- Never be alone with a child or young person.
- Never invite children or young people to your home.

Important note

In special cases you may find yourself alone with a child or young person while waiting for others to arrive. If so, explain this to the child or young person and seek their consent. It may sometimes be necessary for members to do things of a personal nature for children and young people, particularly if they are affected by disability. These tasks should only be carried out with the full understanding and consent of the child. Do not take on the responsibility for tasks for which you are not appropriately trained.

Reporting

If staff have concerns about an incident involving a child or young person that seems untoward or unusual, they must report their concerns as soon as possible to the Designated Safeguarding Lead.

Report, record and inform if the following occur:

- If you accidentally hurt a child or young person
- If a child or young person seems distressed in any way.
- If a child or young person misunderstands or misinterprets something you have said or done.
- If a child or young person seems to be sexually aroused by your actions.
- If a child or young person appears to be forming an inappropriate attachment (e.g. crush) to you or a fellow trainer.
- If a child or young person needs to be restrained.



Identifying and Managing Abuse

To ensure that JLS C.I.C creates an atmosphere where abuse of children and young people is unacceptable and to help members manage bullying issues, the following guidelines have been developed.

In some cases of abuse it may not be an adult abusing a young person. Children and young may also be responsible for abuse, for example, in the case of bullying.

JLS C.I.C recognises the need to define areas of abuse. The following definitions are based on those from Working Together to Safeguard Children (HM Government 2023)

Physical Abuse

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection 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, 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.



Neglect

Neglect is 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 it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are signs that can suggest abuse having happened, including:

- Physical signs of **physical** abuse could include: unexplainable injuries and injuries occurring in atypical points on the body; markings such as bite marks, burns, scalds, cuts, bruises; malnourishment; repeated urinary infections and/or unexplained stomach pains.

N.B. Behavioural signs of physical abuse could include: Fear of parents being approached for an explanation; aggressive behaviour or severe temper outbursts; flinching when approached or touched; depression; withdrawn behaviour; running away from home.

- Physical signs of **emotional** abuse could include: Sudden speech disorders, persistent tiredness, development delay, nervousness, anxiety, aggression.

N.B. Behavioural signs of emotional abuse could include: obsessions or phobias; sudden under-achievement or lack of concentration; inappropriate relationships with peers and/or adults; being unable to play; attention seeking behaviour; fear of making mistakes; self-harm.

- Physical signs of **sexual** abuse could include: Pain or itching in the genital/anal area; bruising or bleeding near genital/anal areas; sexually transmitted disease; vaginal discharge or infection; stomach pains; discomfort when walking or sitting down; pregnancy.

N.B. Behavioural signs of sexual abuse could include: sudden change in behaviour; fear of being left with specific person or group; having nightmares; running away from home; sexual knowledge beyond their age; sexual drawings or language; bedwetting; eating disorders; self-harm; substance abuse; suddenly having unexplained sources of money; acting in a sexually inappropriate way with adults.

- Physical signs of **neglect**: constant hunger, sometimes stealing food from other children; constantly dirty or smelly; loss of weight or being constantly underweight; inappropriate dress for the conditions.

N.B. Behavioural signs of neglect could include: complaining of being tired all the time, not requesting medical assistance and/or failing to attend appointments; having few friends; mentioning being left alone or unsupervised.



Responding to Disclosures

Information you receive about or from a child or young person may fall into one of the following categories:

1. Suspicion or allegation of inappropriate behaviour against someone who is not a member of the JLS C.I.C team.
2. Suspicion or allegation of misconduct or inappropriate behaviour against a member of the JLS C.I.C team.
3. Suspicion or allegation of abuse against someone who is not a member of the JLS C.I.C team.
4. Suspicion or allegation of abuse against a member of the JLS C.I.C team.

Whilst it can be helpful to be clear about which category the information you receive falls into, the priority is to take steps to ensure that any risk to the child or young person is addressed, whatever the category of behaviour towards the child may have been. This will include endeavouring to ensure that there is appropriate action in respect of the person who is suspected or alleged to have behaved inappropriately or in an abusive manner, if possible.

This section illustrates the differences in responses depending on which category (as above) the concern falls into. If there is any doubt on the part of the person receiving the information, then it should be treated as an allegation of abuse and acted upon accordingly. Advice should always be sought from the DSL. In the rare event that the DSL is not available, directly contact the local police.

It is not the responsibility of any member of JLS C.I.C to decide whether a child or young person has been abused. However, it is everyone's responsibility to protect children and young people and to report concerns.

All members of JLS C.I.C should understand what is meant by the term 'abuse'. The definitions for the types of abuse and signs that may suggest abuse are detailed in *Appendix B: Definition of Terms*. It is very important that this appendix is read and understood by all members of JLS C.I.C.

Listening to a Disclosure

It is important to listen carefully to the information a child or young person discloses. When listening to a disclosure the following good practice is required:

- React calmly so as not to frighten the child or young person.
- Your job is not to interview the child or young person, but to listen.



- If you need to clarify something the child or young person has said, keep your questions to the minimum required to ensure you have a clear and accurate understanding of what has been said.
- If you need to ask questions, use open-ended, non-leading questions. A good example of an open question is, "Can you tell me what happened?". As examples of leading and non-leading questions, do not ask, "Did it happen on Friday?". Instead ask, "When did this happen?". Do not ask, "Did you say it was your dad that did this?". Instead ask, "Who did this?"

JLS C.I.C does not expect its members to be experts at asking children to clarify statements. If members keep in mind that we should not put words into the child's mouth, then their genuine efforts to help the child will be acknowledged.

- Do not show disbelief.
- Tell the child or young person that he or she is not to blame for whatever may have happened.
- Take what the child or young person says seriously. Remember that there can be difficulties inherent in interpreting what a child or young person says especially if they have a speech disability and/or use a different first language. Remember that a child's understanding or interpretation of what may have happened may differ from the interpretation that an adult would put on it. In addition, remember that a child may use different words than the person to whom he/she is telling, to describe behaviour or parts of the body.
- Do not pre-suppose that the experience was bad or painful - it may have been neutral or even pleasurable. Always avoid projecting your own reactions onto the child or young person.
- Do not introduce personal information from either your own experiences or those of other children or young people.
- Reassure the child or young person.

Actions to Avoid when Listening to a Disclosure

- Avoid panic.
- Avoid showing shock or distaste.
- Avoid probing for more information than is offered by the child or young person.
- Avoid speculating or making assumptions.
- Avoid making negative comments about the person against whom the allegation has been made.
- Avoid making promises or agreeing to keep secrets.



- Avoid giving any guarantee of confidentiality. Instead, be honest and tell the child or young person that you may have to share whatever they tell you, with other people, in order to ensure that they are safe.

Responding to a Suspicion or Allegation of Inappropriate Behaviour or Misconduct against Someone (Member or not of the JLS C.I.C Team).

In the course of your role within JLS C.I.C a child or young person may disclose information to you about a person who is not a member that leads to a suspicion or allegation of inappropriate behaviour. You need to:

- Listen to the child or young person as detailed at 5.1 above.
- Pass the onto the DSL immediately, if necessary.
- Make a full written record of the disclosure on the day you receive the information. Sign and date this and pass it to the DSL as quickly as possible.

Establishing Basic Facts and Deciding on Appropriate Action

The DSL must clarify basic facts to establish whether there is a reasonable cause to suspect or believe that misconduct has occurred

In the case of an employee of JLS C.I.C, the matter may be dealt with under Employment Disciplinary Procedures, as they apply to that employee.

Responding to a Suspicion or Allegation of Abuse against someone (Member or not of the JLS C.I.C Team).

All allegations of abuse must be taken seriously. If a child or young person says or indicates that he/she is being abused, or information is obtained which gives concern that a child or young person is being abused, you must respond as soon as possible in line with the following procedures.

Where there is uncertainty about whether the information relates to misconduct/inappropriate behaviour or abuse, the matter should be treated as if it was abuse. It may be that, later, the information will be re-assessed and the case treated as one of inappropriate behaviour or misconduct.

On receiving information about a non-member that leads to a suspicion or allegation of abuse:

- Listen and reassure.
- Contact the DSL as quickly as possible. The matter must be dealt with on the same day as the information is first received.

If the DSL is unavailable, contact management or the police, who will offer advice and guidance.

On the same day and as soon as is practicable after receiving the information, make a full written record of what has been seen and/or heard. You



should endeavour to record what the child or young person said as accurately as possible, using his or her own words. The information should, where known, include the following (but do not use this list as a checklist for questioning the child):

- The name of the child or young person.
- Age and Date of Birth of the child or young person.
- Home address and telephone number of the child or young person.
- Your name, address and telephone number.
- The name, address and telephone number of the person giving you the information, if this is not the child or young person about whom there is concern.
- The name(s), address(es) and telephone number(s) of any witnesses to the incident(s).
- A summary, in your own words, of the nature of the allegation or concern (This should only be two or three sentences long).
- As full a detailed record as possible of what exactly was seen or heard. If it is something that was told to you, use the words used by the person (child, young person or third party) who gave you the information.

In this part of the report, record any dates, times or other relevant information (the information may not be specific. "It was close to Christmas time"; "It was a sunny day"; "We were in the car somewhere near".

- A description of any visible injuries or bruising, behavioural or emotional signs (NB: Physical signs should be based on observing the child or young person dressed as they are when they speak to you. Do not examine the child or young person or ask them to remove any clothing so you can observe injuries).
- If it is not the child or young person reporting the matter to you, whether he or she has been spoken to and, if so, what was said.
- Sign and date this record that you have made.
- Forward it to the Designated Safeguarding Lead as quickly as possible, who will then deal with it.
- If you have prepared this record on a computer, do not retain a copy on the computer. Print the record, sign and date it and then delete it from your computer.

Remember - Listen, Respond, Record and Report.



Actions for the Designated Safeguarding Lead.

Establish Basic Facts – the Designated Safeguarding Lead must initially clarify the basic facts to establish whether there is a reasonable cause to suspect or believe that someone may have abused a child or young person.

If it seems, on the basis of the information conveyed, that there is grounds for concern warranting referral onto the statutory agencies, contact should be made immediately with local police or social work services.

Important Note

- If the DSL believes that he/she needs to communicate with the child or young person who is the alleged victim of the abuse, or with other children or young people who may be witnesses in order to establish basic facts, advice should be sought from police or social work before doing so. Only after receiving appropriate advice, should the Designated Safeguarding Lead approach parents/guardians/carers in order to obtain consent to speak to a child or young person.
- Any communication with a child or young person should only involve the use of basic, open, non-leading questions solely with a view to clarifying the basic facts. Similarly, any communication with other relevant people, e.g. trainers, should only seek to clarify basic facts.
- In the case a member of staff is the person accused, advice must be sought from the police and/or local authority designated officer (LADO) as to whether the member of staff about whom the allegation has been made may be approached as part of the initial inquiry. Any such approach will not form part of any subsequent disciplinary investigation.

Making a Referral in Cases of Suspected or Alleged Abuse by a member of staff or volunteer of JLS C.I.C

If the basic facts support a suspicion or allegation of abuse, the Designated Safeguarding Lead should:

- Make a referral to the social work department, LADO and/or police as quickly as possible, on that day. Make a record of the name and job title of the person(s) spoken to and the date and time of the contact.
- Advise LADO and/or the police of the role of the person whom the allegation has been made if a member of staff.
- The Designated Safeguarding Lead should take steps, with management if necessary, to ensure that the person about whom there is a suspicion or allegation does not have contact with children via his/her role in JLS C.I.C. This may involve requesting that social work or police advise when it is appropriate to approach the person concerned.



- If the parents/guardians/carers of the child have not already been contacted, seek advice from social work services, LADO or the police as to who should make contact.

Important Note

Reporting the matter to the police and/or LADO must not be delayed by attempts to obtain more information. A Referral Form must be completed as soon as possible the same day. A copy of this should be sent to the Police and/or LADO services within 24 hours.

Possible Outcomes following Advice from Police or LADO.

Where the initial assessment by police and LADO reveals that there is reasonable cause to suspect or believe that a member of the Association has abused a child or young person, there will be an investigation. Three types of investigation can result:-

- A criminal investigation.
- A child protection investigation.
- A disciplinary investigation.

Following advice from the statutory agencies, disciplinary action may commence in cases where a criminal investigation is ongoing, provided sufficient information is available to enable a decision to be made and doing so does not jeopardise the criminal investigation. The Designated Safeguarding Lead will liaise on this matter.

Managing the Member against whom the Allegation has been made.

If advise from police and/or LADO is that the member of staff may be approached by JLS C.I.C's management or the Designated Safeguarding Lead. The member should be told that an allegation has been made which suggests abuse. The member should not, at this stage, be given any information about the nature of that allegation, or any details of the alleged victim(s).

1. Suspension.

- Suspension is not a form of disciplinary action. The member may be suspended whilst an investigation is carried out.
- Suspension will be carried out by the management team or the Designated Safeguarding Lead.
- At the suspension interview, the member will be informed of the reason suspension is taking place and given the opportunity to give a statement if he/she wishes. Notification of the suspension and the reasons will be confirmed in writing within 3 days of the suspension interview.



2. Managing False or Malicious Allegations.

- Where, after investigation, the allegation is found to be false or malicious, the member will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter.
- All records pertaining to the circumstances and the investigation will be destroyed.
- The Designated Safeguarding Lead will offer support to the member, should he/she wish this, or advise the member of any appropriate counselling services that are known to be available.
- The child, young person or other person who made the allegation should be advised that it has been found to have been a false or malicious allegation. The parents or carers of a child or young person should be involved as partners in this exercise. Children and young people should be advised as to the possible harmful effects of making false or malicious allegations and be told that the making of such allegations is unacceptable. They **must not** be punished, blamed, shamed or otherwise made to feel victimised. The Designated Safeguarding Lead can be consulted or involved in helping repair any damage to the relationship between the child or young person and the person against whom the allegation was made.

3. Managing Allegations of Historical Abuse.

Allegation of abuse may be made some time after the event; e.g. an adult who was abused as a child by a member who is still currently working with children and young people. Where such an allegation is made, the procedures for managing allegations of abuse, detailed above, must be followed.

Sharing concerns with Parents, Guardians or Carers

Where it is not Abuse.

There is always a commitment to work in partnership with parents/guardians/carers where there are concerns about a child or young person. Therefore, in most situations not involving the possibility of abuse, it would be important to talk to the parents/guardians/carers to help clarify any initial concerns. For example, if a child or young person seems withdrawn, he/she may have experienced upset in the family, such as parental separation, divorce or bereavement. Common sense is advised in these situations. Advice should be sought from the Designated Safeguarding Lead if there is any uncertainty about the appropriate course of action.

Allegations of Abuse

There are circumstances in which a child or young person might be placed at even greater risk if concerns are shared; e.g. where a parent/guardian/carer may be responsible for the abuse or not able to respond to the situation appropriately. **In all cases of**



suspected or alleged abuse, advice and guidance must first be sought from the local police, social work services and/or LADO as to who contacts the parents.

Guidance Note to managing allegations and recording concerns

Confidentiality

Members receiving information about possible abuse should always treat that information as confidential in the sense that it must not be disclosed to anyone except those having a legal duty to receive it, such as the police, social work services, Designated Safeguarding Lead.

Child protection and safeguarding records retention and storage guidance

Guiding principles of records management According to Data Protection principles, records containing personal information should be:

- adequate, relevant and not excessive for the purpose(s) for which they are held
- accurate and up to date
- only kept for as long as is necessary (Information Commissioner's Office, 2021).

The introduction of the General Data Protection Regulation (GDPR) in 2018 does not change the way child protection records should be stored and retained.

- know the reason why you're keeping records about children and/or adults (for example, because they relate to child protection concerns)
- assess how long you need to keep the records for
- have a plan for how and when the records will be destroyed.

To keep personal information secure, you should:

Records retention and storage guidelines

- compile and label files carefully
- keep files containing sensitive or confidential data secure and allow access on a 'need to know' basis
- keep a log so you can see who has accessed the confidential files, when, and the titles of the files they have used.

Concerns about children's safety and wellbeing

If anyone in JLS C.I.C has concerns about a child or young person's welfare or safety, it's vital all relevant details are recorded. This should be done regardless of whether the concerns are shared with the police or children's social care.



Keep an accurate record of:

- the date and time of the incident/disclosure
- the date and time of the report
- the name and role of the person to whom the concern was originally reported and their contact details
- the name and role of the person making the report (if this is different to the above) and their contact details
- the names of all parties who were involved in the incident, including any witnesses
- the name, age and any other relevant information about the child who is the subject of the concern (including information about their parents or carers and any siblings) what was said or done and by whom
- any action taken to look into the matter
- any further action taken (such as a referral being made)
- the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).

Storage of child protection records

Whether child protection records are electronic or paper-based, they should be kept confidential and stored securely. Electronic files should be password protected and stored on computers with protection against hackers and viruses.

- Information about child protection concerns and referrals should be kept in a separate child protection file for each child, rather than in one 'concern log'. The child protection file should be started as soon as you become aware of any concerns.
- It's good practice to keep child protection files separate from a child's general records. You should mark the general record to indicate that there is a separate child protection file.
- If you need to share records (within your own organisation or externally), make sure they are kept confidential. Use passwords and encryption when sharing electronic files.
- If your staff and volunteers use their personal computers to make and store records, you need a clear agreement to ensure the records are being stored securely.



- If the DSL leaves your organisation, make sure you appoint somebody to take over their role and arrange a proper handover.

Retention periods:

Child protection files should be passed on to any new school a child attends (Information and Records Management Society (IRMS), 2019; Department of Education, 2016; Department for Education (DfE), 2023).

In England, Scotland and Wales, the file should be kept until the child is 25 (this is 7 years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

In Northern Ireland, the government recommends that child protection files should be kept until the child's 30th birthday (Department of Education, 2016)

Storing records relating to adults

Records relating to concerns about an adult's behaviour should be kept in the person's confidential personnel file (not in a central 'concerns log') and a copy should be given to the individual.

Retention periods: concerns about adults If concerns have been raised about an adult's behaviour around children, the rule for the education sector is that you should keep the records in their personnel file at least until they reach normal pension age or for 10 years – whichever is longer (IRMS, 2019; Department for Education, 2023). This applies to volunteers and paid staff.

You should keep records for the same amount of time regardless of whether the allegations were unfounded. However, if you find that allegations are false you should destroy the record immediately.

In Northern Ireland, the Department of Education recommends that records of allegations against a member of school staff should be retained indefinitely unless they are completely exonerated (Department of Education, 2015).

Information should be retained even if the person stops working or volunteering for the organisation.

Exceptions

There are some situations where records need a longer retention period.

For example, if:

- the records provide information about a child's personal history, which they might want to access at a later date
- the records have been maintained for the purposes of research



- the information in the records is relevant to legal action that has been started but not finished
- the records have been archived for historical purposes (for example if the records are relevant to legal proceedings involving the organisation)
- the records could be needed as part of an official inquiry. Retention requirements will be set out in directions issued by the inquiry, and must be followed. Where there are legal proceedings, it is best to seek legal advice about how long to retain your records.

Some records are subject to statutory requirements and have a specific retention period. This includes records relating to:

- children who have been 'looked after' by the local authority
- adopted children
- registered foster carers
- residential children's homes.

Destruction of child protection records

When the retention period is finished, confidential records should be incinerated or shredded in the presence of a member of the organisation or entrusted to a firm specialising in the destruction of confidential material. At the same time, any electronic versions of the record must be purged

If not shredded immediately, all confidential records should be held in a secured plastic bag, labelled as confidential and locked in a cupboard or other secure place; or placed in a confidential waste bin.

If your organisation or part of an organisation (for example a club, team or project) is closed down, you should make arrangements for the ongoing management of records. This includes the review, retention and disposal of records.

Agreement and Signatures

I hereby agree to adhere to the policy and procedures mentioned in this policy statement. I further agree to ensure that my fellow colleagues and any other persons working with or alongside JLS C.I.C are aware and follow this policy statement also. The next date or review of this policy is scheduled for 28/09/2023

Date: 26/08/2021

A handwritten signature in black ink, appearing to read 'J. Smith'.



Jenny Smillie
Designated Safeguarding Lead:

Jls.ee.specialist@outlook.com

JLS C.I.C
57 Milton Avenue
Liverpool
L14 6TE

Date: 01/10/2023

Victoria Keith
Director

JLS C.I.C
57 Milton Avenue
Liverpool
L14 6TE

Date:01/10/2023

Fiona Goff
Director

JLS C.I.C
57 Milton Avenue
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Appendices

The following appendices include templates of various forms that must be used in workshops in relation to **JLS C.I.C** Child Care and Protection Policy and Procedures.

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Appendix A: Definition of Terms

Child:

The law can be ambiguous when it comes to stating who is, or is not, a child.

Generally, a child is defined as anyone under 16 years of age.

Young people aged 16 to 18 years are sometimes classified as children.

For the purposes of Part V of the Police Act 1997, a child is defined as anyone under the age of 18 years.

The United Nations Convention on the Rights of the Child considers everyone under 18 to be a child.

Types of Abuse

National Policy and Guidance for statutory agencies in the UK generally refer to 5 categories of Abuse. These are:

Physical Injury

Physical Neglect

Sexual Abuse

Emotional Abuse

Non-Organic Failure to Thrive

The last of these relies on medical diagnosis to rule out any organic reasons for a child failing to thrive and is normally referred to in cases involving very young children. It is not discussed in detail in the Appendix, but should be borne in mind by Association members should they see a child who they believe might, for example, be malnourished. The other categories are described in more detail below.

In addition to the categories as listed above, **JLS C.I.C** also recognises that discrimination and bullying can have severe and adverse effects on children and young people. In its commitment to protect children and young people from **all** potentially harmful behaviour, the Association will deal with any discrimination and bullying under these procedures.

Recognising child abuse is not easy and it is not an JLS C.I. member of staff responsibility to decide whether a child or young person has been abused. It is their responsibility to pass on any concerns and for the police and social work services to investigate the concerns.

The descriptions and lists below are not definitive or exhaustive. They are designed to help staff to be more alert to the signs of possible abuse.

Staff should remember that in relation to abuse, an assessment of reasonableness should always be applied. This refers to any possible allegations against members of



staff as well as staff considering what action to take when they have concerns. For example: If, to a reasonable person, a child requires medical attention and no-one secures it within a reasonable time, then an allegation of neglect may be valid.

Physical Injury

Physical Injury may involve the actual or attempted physical injury to a child or young person including hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise harming them. Physical Abuse can result from unintended actions. For example, a child who is injured in a dispute between adults.

Physical Injury may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to child they are looking after. This has various names, all meaning the same thing: Munchausen Syndrome by Proxy, Factitious Injury, etc. A person may do this because they need or enjoy the attention they receive through having a sick child.

Physical Injury may be a deliberate act. Alternatively, it may result from a failure of somebody to do something. Or it may result from a failure by someone to fulfil his or her duty to protect a child.

Physical Neglect

Physical Neglect is the persistent failure to meet a child's basic needs. It may involve a parent or carer failing to provide adequate food, shelter, warmth, clothing or cleanliness. It may also include a leaving a child at home unattended, exposure of a child to conditions where they may be caused unnecessary suffering or injury, or the failure to ensure that appropriate medical care or treatment is received.

Neglect, as well as being the result of a deliberate act can also be caused through the omission or the failure to act or protect. In other words, neglect may be caused by the **failure to do** something, as well as by doing something, whether deliberately or not.

Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not they are aware of, or consent to, what is happening. The activities may involve physical contact, including penetrative or non-penetrative sexual acts. The activities may also involve non-contact activities such as forcing children or young people to look at pornographic material or be involved in the production of pornographic material, to watch sexual activities, or encouraging them to behave in sexually inappropriate ways.

Child prostitution is sexual abuse. Many young people believe that they have chosen to prostitute and that they are in control of what they do. The reality is that many are in great danger and are being exploited by adults.

Boys and girls can be sexually abused by males and/or females, including persons to whom they are not related and by other young people. This includes people from all walks of life. Many adults who sexually abuse children do have ongoing 'normal' adult sexual relationships.



Emotional Abuse

Emotional Abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and adverse effects on their emotional development. It may involve conveying that they are worthless, unloved, useless, inadequate or not valued.

It may feature age or developmentally inappropriate expectations being imposed on children and young people. It may also involve causing a child to feel frequently frightened or in danger, such as when they have to live in a home where there is domestic violence or aggression. It may involve the corruption or exploitation of a child.

Negative Discrimination (including Racism)

Children and young people may experience harassment or negative discrimination because of their race, ethnic origin, socio-economic status, culture, age, disability, gender, sexuality or religious beliefs. Although not in itself a category of abuse, **JLS C.I.C** will treat such behaviour as potentially emotionally abusive. These procedures therefore apply.

Important Note

Activities are developed in areas where there are both large and small black and ethnic minority communities. **JLS C.I.C** will address any suggestion of racism, including institutional racism. Institutional racism is defined in the MacPherson Inquiry Report into the death of Stephen Lawrence as:

"The collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion."

Appendix B: Notification of Accident/Incident Form

This form is not for use in cases where there are concerns/allegations regarding allegations against members of staff. A separate form is to be used in such cases.

This form must be completed where members of staff for JLS C.I.C are concerned about an incident involving a child or young person. This includes any incident resulting in serious injury to the child. The completed form must be passed to the Designated Safeguarding Lead as soon as possible after the incident that led to the concern.

Note: Confidentiality must be maintained at all times. Information must only be shared on a 'need-to-know' basis, i.e. only if it will contribute to safeguarding and protecting the child. Do not discuss this incident with anyone other than those who need to know.

INFORMATION/FRONT SHEET

Full Name:	DOB:	Additional needs:
Gender:	Ethnicity:	



Home Address:		Telephone:		
		E mail:		
Date of recording concerns:				
Any other child protection records relating to this child or a child closely connected to him/her? YES/NO WHO?				
Members of household				
Name	Relationship to child	DOB/Age	Tel No	
Significant Others (relatives, carers, friends, child minders, etc.)				
Name	Relationship to child	Address	Tel No	
Other Agency Involvement				
Name of officer/person	Role and Agency	Status of Child i.e. CAF/CIN/CP/LAC	Tel No	Date
	Everton in the Community			

Chronology

Sheet Number: 1

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:



DOB:		Address:
Date	Information/Details of concerns or contact	Print Name and Signature

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Logging a concern about a child’s safety and welfare

Part 1 (for use by any staff)

Child/Young person’s Name:	Date of Birth:
Date and Time of Incident:	Date and Time (of writing):
Name: Print Signature	
Job Title:	
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	



What is the pupil's account/perspective?
Professional opinion where relevant.
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguarding Lead.

Part 2 (for use by DSL)

Time and date information received, and from whom.	
Any advice sought – if required (date, time, name, role, organisation and advice given).	



<p>Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p>Parent's informed? Y/N and reasons.</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</p>	
<p>Should a concern/confidential file be commenced if there is not already one? Why?</p>	
<p>Signed</p>	
<p>Printed Name</p>	

Logging concerns/information shared by others external to the company (Pass to Designated Person)

<p>childs's Name:</p>	<p>Date of Birth:</p>
<p>Date and Time of Incident:</p>	<p>Date and Time of receipt of information: Via letter / telephone etc.</p>
<p>Recipient (and role) of information:</p>	



Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Safeguarding Lead	
Name:	
Date and time:	

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below**



should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

(This must be completed at time of observation)

Name of Pupil: _____

Date of

Birth: _____

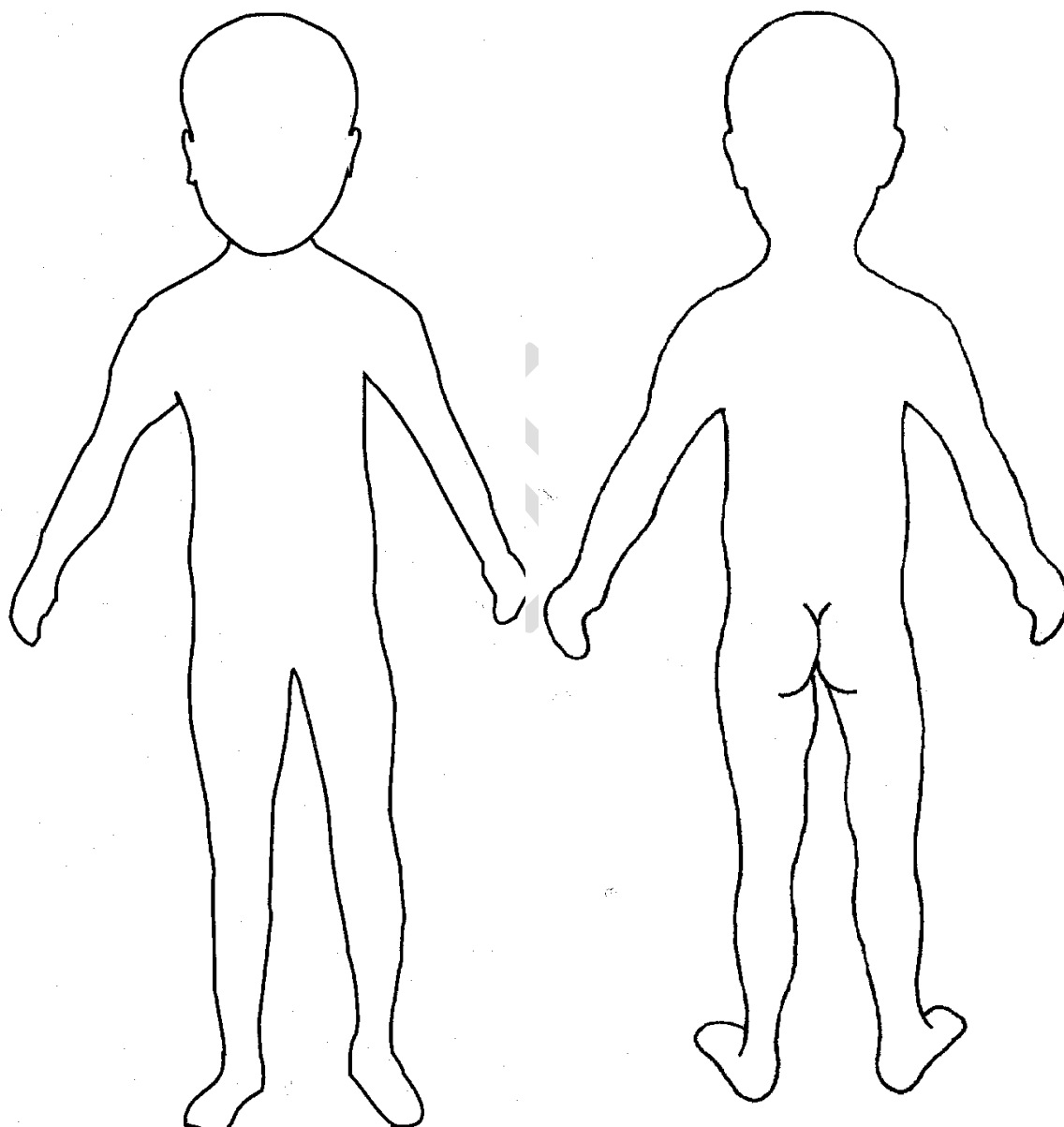
Name of Staff: _____

Job ti-

tle: _____

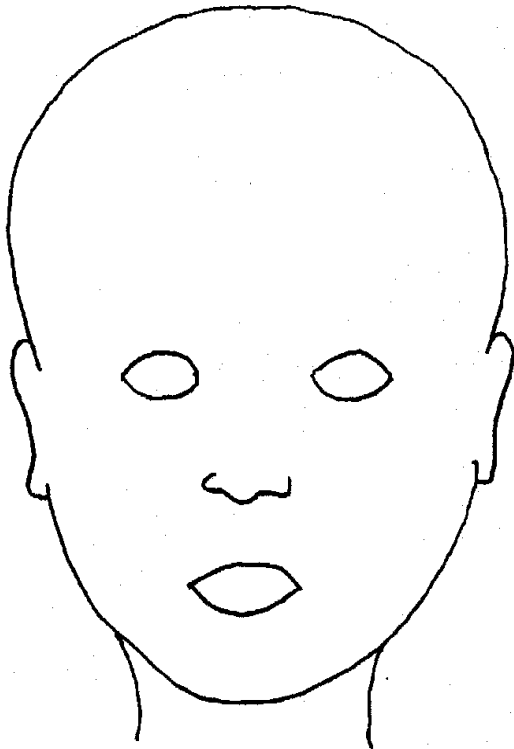
Date and time of observa-

tion: _____

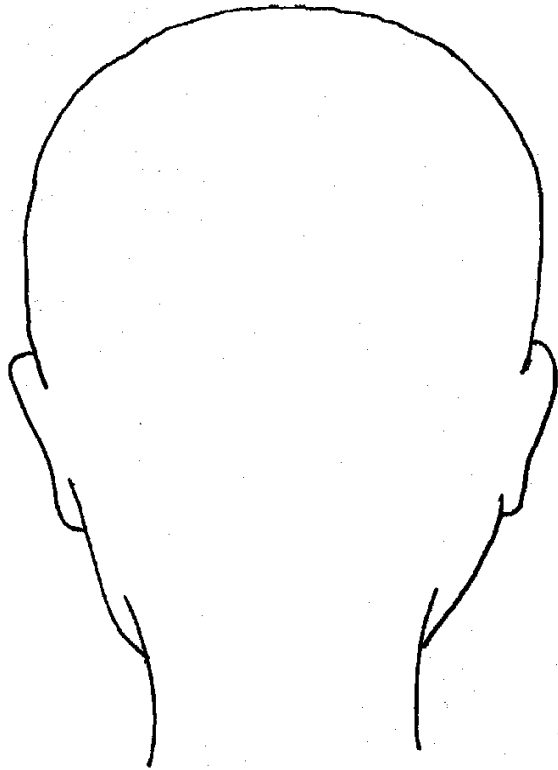


Name of pupil: _____

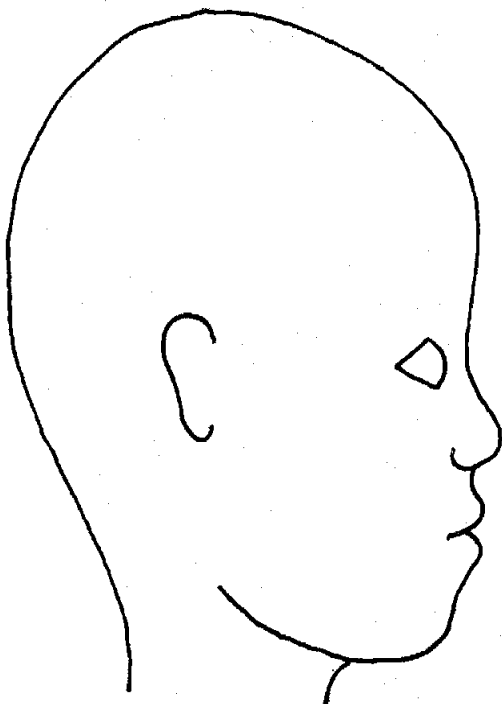
Date and time of observation: _____



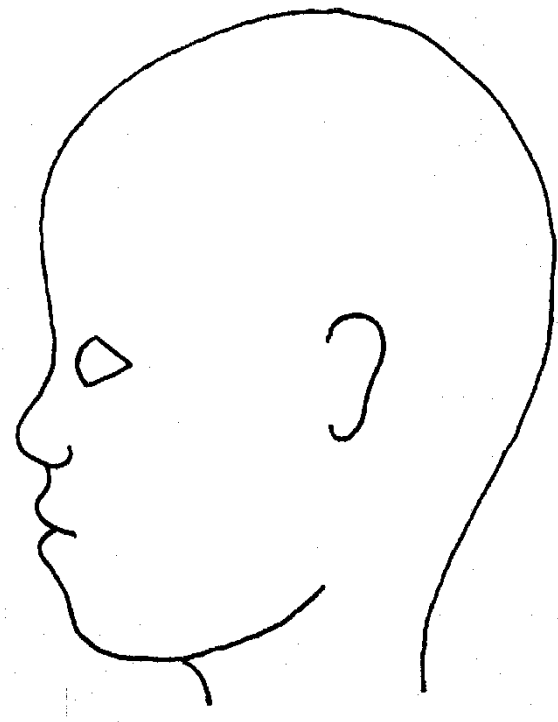
FRONT



BACK



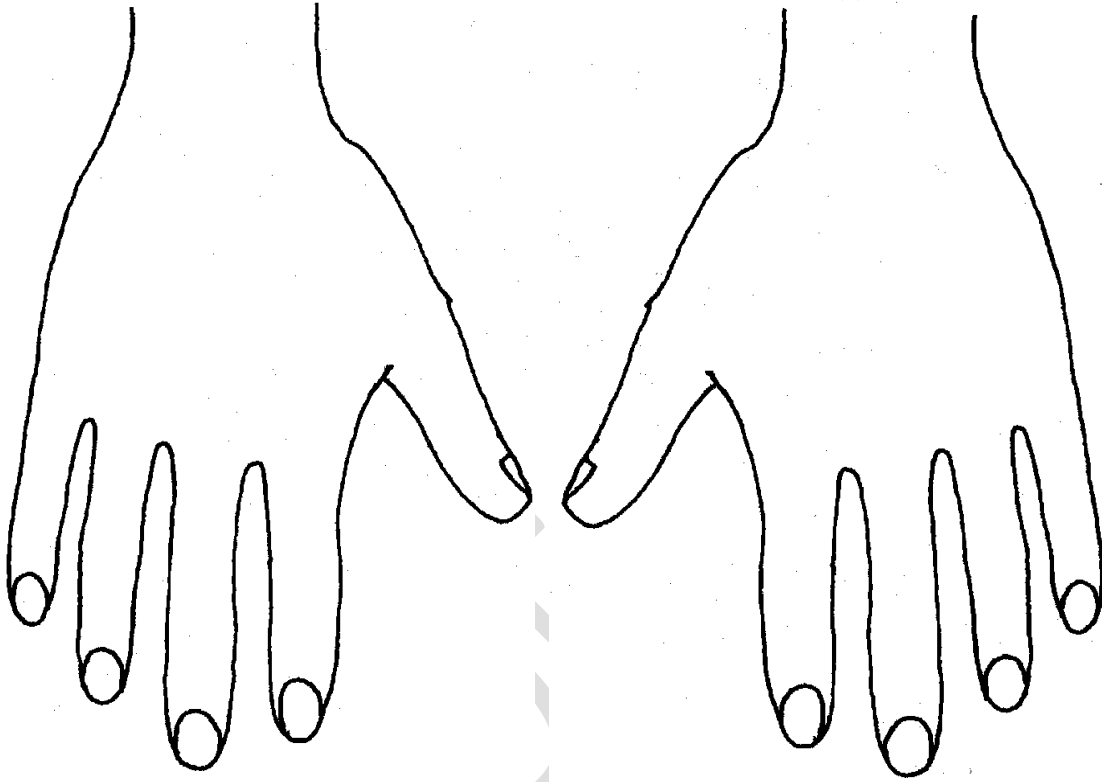
RIGHT



LEFT

Name of pupil: _____

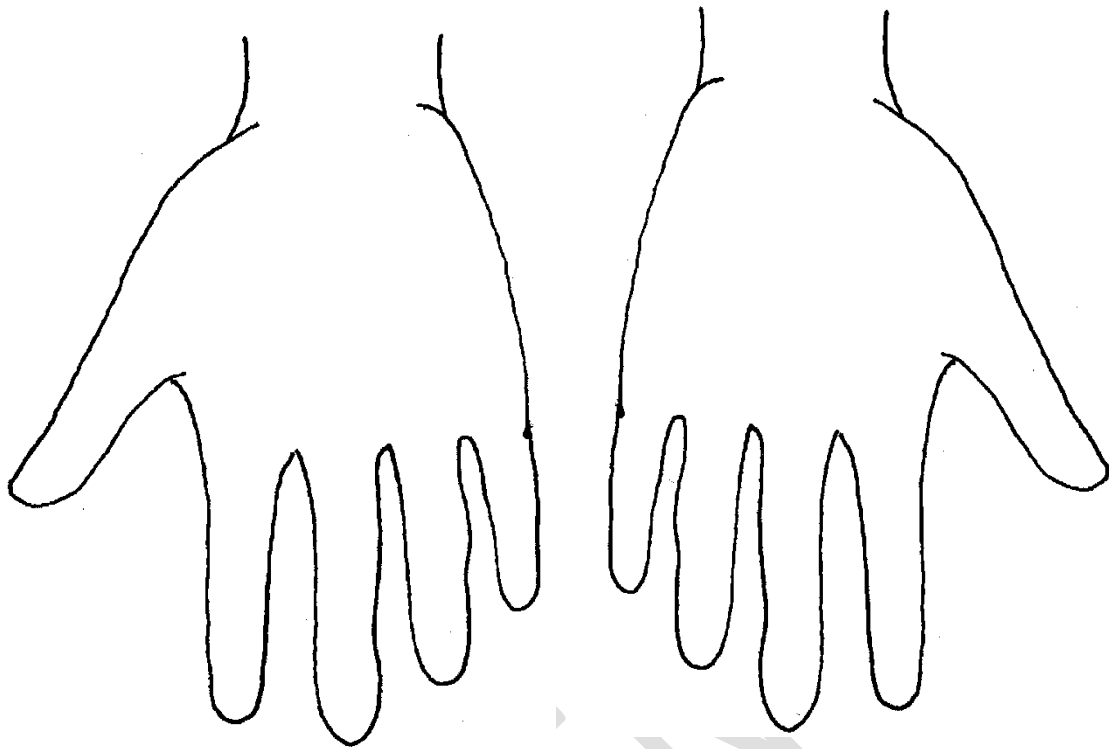
Date and time of observation: _____



R
BACK

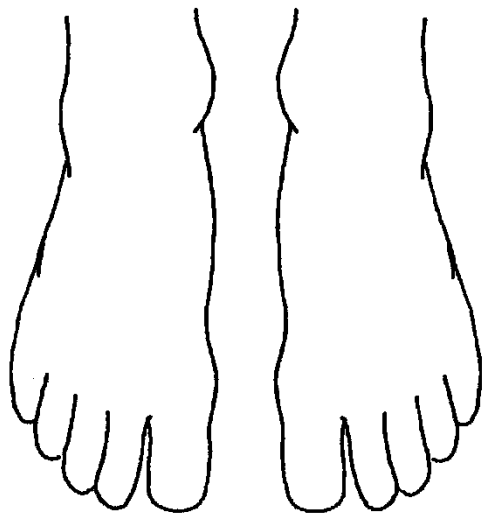
L

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Name of Pupil: _____

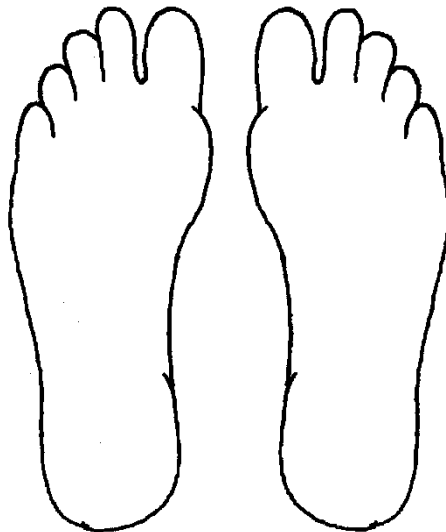
Date and time of observation: _____



R

TOP

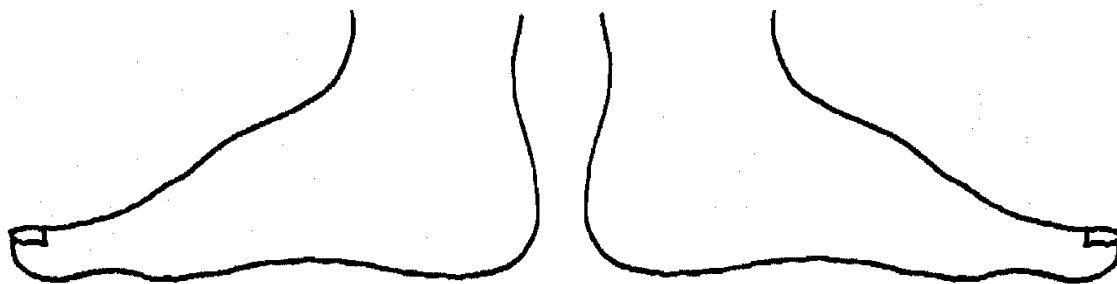
L



R

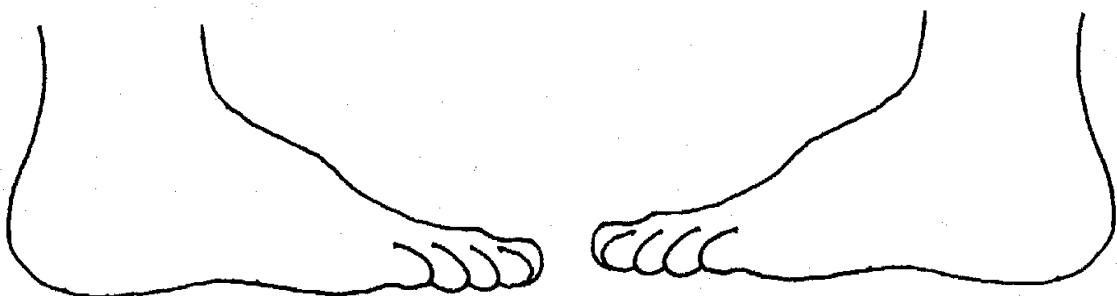
BOTTOM

L



R
INNER

L



R
OUTER

L

Printed Name, Signature and Job title of staff:

WELDEN

Blank template

Name of Child	DOB	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan LAC CP CIN CAF	Dates of: Conference, Reviews and Meetings

Journeys, Leaves and Seeds Safeguarding Children Policy

Appendix C: Referral Form allegations against members of staff and/or volunteers

This form must be completed as soon as possible after receiving information that causes suspicion, or an allegation concerning the abuse of a child or young person. This form must be passed to the Designated Safeguarding Lead and, if appropriate, Local Authority Designated Officer (LADO) department and police as soon as possible after completion. Do not delay by attempting to obtain information to complete all the details.

Note: Confidentiality must be maintained at all times. Information must only be shared on a 'need-to-know' basis, i.e. only if it will contribute to safeguarding and protecting the child. Do not discuss this incident with anyone other than those who need to know.

If more space is required for any section, continue on a separate sheet of paper. Attach it securely to this form.

Details of person making this report

Name:
Position:
Contact telephone number:

Details of Child or Young Person(s)

Name:
Date of Birth:
Address:
Contact telephone number:
Names and address(es) of parents/guardians/carers
Contact telephone number (if different from above):



Details of person about whom there is concern

Name:
Position in Association/Club etc:
Date of birth or age (if known):
Address:
Relationship to child or young person (e.g. father, other, grandparent, coach, teacher etc)

Details of the alleged incident

Date of alleged incident:	Time:
Place:	
Names and addresses of other people who may have information about the concerns/incident:	
1	2
3	4
Describe what happened:	
Describe in detail visible injuries/bruises, any concerning behaviour (by the child or others) if any. Use diagrams if this helps to describe injuries.	



Was the child or young person asked about the incident / concern **YES / NO**

If yes, record exactly what the child said in its own words and any questions asked if the situation needed clarified.

Details of action taken

Detail of what action, if any, has been taken following receipt of this information

Other information



Record any other information you have about this matter (it is important that all information is passed on, even that which you think is not important or helpful).

Signature _____

Date

Where a referral has been made to the Police and/or LADO, a copy of this form must be sent to them as soon as possible.

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