

Haggerston School

Child Protection/Safeguarding policy

September 2017

Policy Statement

Children have the right to learn and grow free from the burden of abuse and neglect. All staff members have a duty and responsibility in relation to identifying and preventing child abuse. Suspicions and concerns should always be recorded and discussed in an open and professional way with one of the Nominated Safeguarding Children Advisors (NSCA). The policy is also in accordance with 'Keeping Children Safe in Education' July 2015.

Aim

This policy and procedure document sets out how Haggerston School aims to deliver the policy. Haggerston School is guided by the Hackney Learning Trust (HLT) Safeguarding Team and adheres to the Safeguarding policy statement found in *Appendix 1*.

Key Personnel

- The Designated Safeguarding Lead (DSL) is **Mr Nicholas Taylor-Mullings**. In the event of the DSL being absent, then the Headteacher should be consulted.
- The DSL is also the teacher with specific responsibility for Looked After Children (LAC)/Children in Care (CiC). This person also holds important links to statutory providers.
- Other trained NSCAs in the school are: **Michelle Williams, Rochelle Roberts, Mark Barnett, Thomas Paddy and Sheila Tagoe. (Appendix 5)**

Child abuse - signs and symptoms

The term 'child abuse' applies when there is information, suspicion or serious risk that harm may be caused to a child by parent, guardian or any other person. Although harm usually falls within the following categories, school staff should always be sensitive to any sign of distress in a child :

- **Physical injury:** any injury, however slight, for which the explanations are unsatisfactory or inconsistent; any admitted punishment, which appears excessive.
- **Neglect:** under-nourishment, persistent fatigue, untreated illnesses or abrasions, inadequate care (e.g. dirty, ill-clad).
- **Sexual abuse:** incest or involvement of children in illegal sexual activities.
- **Severe emotional abuse, significant harm**

In possible cases of substantial and continuing emotional deprivation or maltreatment, the following signs may be **indicators of child abuse:** changes in mood or behaviour, nervousness, watchfulness, inappropriate relationships with peers and / or adults, attention-seeking behaviour, scavenging, compulsive stealing, persistent tiredness and sleepiness or running away.

There may be factors in the family background which will add to your concern such as a poor relationship between parent and child, high levels of stress in the family, unrealistic expectations of the child, 'scape-goating' and inadequate parental co-operation. Members of staff should also be aware of the significance of poor school attendance. A reluctance to participate in PE, games or swimming may also be an indicator that something is wrong.

Action when abuse is suspected or disclosed

Inform the designated safeguarding lead immediately, who will contact the duty officer at the relevant Social Services office to report concerns. Local Authority (Hackney Learning Trust) procedures will be followed in case of suspicion or disclosure.

Record carefully concerns or disclosure after conversation with the pupil and pass this on to designated Child Protection teacher. Staff should not ask leading questions but reassure the pupil. Staff should record the information on the school 'Record of Concern Form' (Appendix 6)

Remember that a pupil's wish for confidentiality cannot be respected if the pupil is at risk. We have a legal responsibility to pass information on to the relevant body.

If a child is at risk then action must be prompt, efficient and supportive.

Always share your slightest concern.

Use of ICT within School

Haggerston School uses an ICT monitoring system which highlights any use of ICT which may potentially present as a safeguarding risk to students at the school.

By implementing e-Safe's monitoring service, Haggerston School can concentrate on teaching, learning and intervention, confident that a broad range of safeguarding risk evident across the whole ICT environment is being detected, reviewed and where necessary escalated by experts.

A regular report is sent to the DSL around any ICT usage that requires further investigation to ensure that a student is not at risk to themselves or others. The school then follows our normal referral process for dealing with a safeguarding concern as set out in the policy.

Definition of abuse

Abuse can manifest itself in many forms and associated behaviours. The principal categories of abuse are: physical, neglect, sexual, emotional and significant harm, (Hackney's procedures contain 10 categories but the above are the principal ones.) Abuse almost invariably contains an element of an abuse of power. Signs will often be distress in a child, changes in mood or behaviour, inappropriate conduct, low self-esteem and under-achievement in learning. Abusers often target vulnerable children.

Suicide and Self-Harm

Not all suicidal and self-harming children have been abused or are being abused. However, research evidence does increasingly suggest there are links in a significant number of instances. It is strongly advised that all children who are a cause for concern in the area of self-harm and suicide are discussed with one of the NSCAs who will decide what course of action to take.

Key factor

What is in the best interests of the child?

Procedures: Referral and Action

If staff cannot contact one of the NSCAs immediately, for example because they are on a school trip and cannot contact a NSCA, they should contact the emergency duty team in Children's Social Care at the LA. The First Response Team for children who live in Hackney can be contacted on 020 8356

5500, Monday to Friday 9:00am – 5:00pm. The emergency out of hours team can be contacted on 020 8356 2710.

Injured children may require immediate care. Many other situations are best managed by a more measured response. Not all abuse is immediate and obvious. All reports should be signed and dated and contain a separation of fact from opinion. Staff and school could be censured and incur liabilities if they fail to follow these procedures.

The NSCAs will work in close co-operation with the Heads of School who have a leadership role for the year groups. Regular advice and training updates are offered to all middle and senior managers. This is an area where legal protocols and requirements change rapidly. The school needs to ensure that its policy and the procedures that deliver it are sound and effective. Staff need to know what is expected of them; the duty to protect children and ensure that they are safe is paramount and a clear professional expectation.

Managing allegations against staff

We understand that a child/young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with Hackney Learning Trust's Lead Officer for Safeguarding, the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Headteacher, the member of staff receiving the information will immediately inform the Chair of Governors who will consult with the Hackney Learning Trust Lead Officer for Safeguarding. The school will follow the London Child Protection Procedures, (May 2016). http://www.londoncp.co.uk/chapters/B_contents.html#b_two

Notes to support the above policy expectations

Children should be made aware that their problem will be dealt with as discreetly and privately as possible but that complete confidentiality can seldom be offered or guaranteed. Legal duties and responsibilities do override personal considerations. Adults have a duty to ensure that children are safe. Sometimes children talk to their friends or younger or more junior members of staff who they find more approachable. Whatever the source, the school policy is clear that the lead agency for investigating Child Abuse is the Social Care Department for the area where the child lives. Social Care cannot do their work if the school has not shared concerns with them.

Children often disclose abuse in individual meetings with tutors or mentors, and mostly disclose to an adult with whom they feel safe. Once a disclosure is made there can be a loss of control over events; children and staff members should be given support, and an opportunity to talk through feelings so that a balanced, professional approach is maintained. It is vital to ensure that learning and working continues to take place.

Parents as partners need to be aware of the school's policies and procedures and realise that they will not always be the first to know that their child has made a disclosure or an allegation. Sometimes parents will want to share difficult or sensitive information with the school. Any information regarding abuse should be conveyed to one of the NSCAs.

Being clear with parents from the outset that the school is bound by law to act in the best interest of children is the safest policy.

Contact with parents on sensitive cases should always be discussed with the NSCAs and only be initiated with the knowledge of a senior member of staff (HoS level at least). The issue of whether to contact parents before informing Social Care of a concern is highly complex and can only be dealt with on an individual basis on the advice received from Social Care.

The school policy on communication with families makes this clear since this often can become a source of conflict and dispute.

Regarding the timing of contact with parents, there will need to be internal discussion between school staff and external professionals to determine the most appropriate course of action. Concerns in complex situations should be discussed with professionals in the statutory services who are specially trained and familiar with the dilemmas inherent in working with potentially violent and abusive situations. Sharing information is crucial to minimising risk. (Inquiries into child deaths almost invariably highlight failure to communicate between agencies as a key factor in failing to protect vulnerable children.)

The welfare of the child, the specific circumstances, and level of risk should be the determining factor when deciding whom to contact. Taking no action is seldom an option and should always be discussed with the Headteacher who is *loco parentis*. Decisions made in this context should always be written down and filed in the Child Protection notes on children in school.

All conference notes and staff reports regarding individual children and Child Protection matters are kept in a locked filing cabinet, which is accessible only to those with designated responsibility, such as, a Social worker, the Headteacher, and a member of the SLT. A safeguarding register of all children where there is a concern should be maintained and monitored regularly.

Recovery and Learning

The curriculum offer in PSHCE should be sensibly linked to helping children from all backgrounds make informed choices about their current well-being and their future. Child Protection is just one aspect of a child's development that needs to be explored within the curriculum offer. There are a number of related issues, such as healthy eating, drug-abuse, sex-education, sexual exploitation, violence and the impact of mental and physical illness within families; all of these are sometimes relevant and so may need to be considered. Part of the message to children who are being abused or who have been abused in the past needs to be that they can recover from that experience but that, most, if not all, need help in making that recovery.

The school curriculum offer should aim to approach the above social education areas in a reasoned and calm manner and as part of life-skills and lifelong learning. If as a result of the classroom teaching a child puts themselves forward for help this also should be dealt with in a calm and rational manner; the fact that there is a school procedure and other agencies who will help should be made clear as soon as possible. That way the child is able to make an informed choice about seeking help.

Training should be provided to ensure that forensic evidence is not contaminated by leading questions or inadvertent statements: this is a complex and developing area of law, children have rights and these should be respected by school staff and external professionals who become involved. Abused people often complain that the process of disclosure is not always well managed and can add considerably to their feelings of distress and discomfort. It is important that all parties'

rights and feelings are respected and that the child does not stop learning through the process of seeking help. This may require advocacy on the child's behalf.

Disclosure is often the first step towards recovery, the school's learning offer should include the clear message that recovery is possible and that learning and educational success will improve life chances. So far as is reasonably possible children should not lose contact with their safe adults until the process of recovery has started and is underway. Adults need training and support to moderate their feelings and responses at being involved in this potentially difficult and upsetting area of work.

Given the links that are known to exist between abuse and under-achievement the school will insofar as it is possible direct additional resources towards children who are the survivors of abuse and associated trauma, in the knowledge that it will speed and assist their recovery. (This requires linkage to the designated teacher for LAC/CiC.) Research evidence and public policy require that support be offered in a manner that is as sensitive and non-stigmatising as possible. Mentors, counsellors and allied external professionals need to work in close association with teaching staff to maximise learning opportunities for children who are recovering from abuse.

Some children may seek help and reassurance in relation to parenting and parenting skills. Abused children are sometimes fearful about how they will cope or respond to the task of being a parent themselves and this may require a specialist input to help them overcome their fears and anxieties. A balanced curriculum might reasonably be expected to assist them in this.

For some children specialist Child and Adolescent Mental Health Services (CAMHS) may need to become involved, parental involvement has been discussed within the framework of this policy. CAMHS settings require parental consent for referral. Some CAMHS settings will offer a pre-referral consultation. Links to therapeutic initiatives in the health and the voluntary sector are maintained in order to relieve pressures on school staff and resources.

Mentors and counsellors also have an important role to play in aiding children's movement into cohesive learning as they recover from abuse. More children disclose abuse in school than in any other setting.

Hackney Learning Trust Safeguarding Statement

“Safeguarding Children is Everyone’s Responsibility”

Keeping children safe in Hackney is everybody’s responsibility and Hackney Learning Trust is committed to working with partner agencies to ensure that children are protected and safe from harm. All staff must be aware that there is a clear duty for everyone supporting or working with children and young people to safeguard and promote the welfare of every child. Each individual employee is expected to carry out their responsibilities in such a way as to minimise risk of harm to children or young people and promote their welfare in accordance with the Children Act 2004 and Working Together to Safeguard Children, HM Government.

Section 175 of The Education Act 2002 places a duty on local education authorities as well as schools and college governing bodies to make arrangements with a view to safeguarding and promoting the welfare of children. Proprietors of independent schools (including academies and city technology colleges) also have a duty to safeguard and promote the welfare of children under Section 157 of Education Act 2002 and The Education (Independent School Standards) Regulations 2003.

All staff should carry out their functions and duties to support and enable Hackney Learning Trust to fulfil their statutory obligations with regard to keeping children and young people safe and protecting them from abuse or neglect, getting the right support in place as early as possible and creating an environment which promotes their wellbeing and life opportunities.

Everyone delivering services to children and young people has a role to play in improving outcomes for children and ensuring they are safe.

Hackney Learning Trust is an active member of the City and Hackney Safeguarding Children Board which has signed up to the London Child Protection Procedures. These procedures set out how professionals should work together to safeguard and promote the welfare of children. All Hackney Learning Trust staff have a statutory duty to report concerns to a senior member of staff who will consider whether the matter should be reported to Hackney Children and Young People’s Service (HCYPS) or other agencies.

It is important that children and young people are listened to and taken seriously should a disclosure be made. In the case of a child who makes a disclosure against a professional or adult working with children these allegations must be referred to the Local Authority Designated Officer (LADO) and guidance is referenced below.

Safeguarding in Education

Safeguarding and Child Protection training is mandatory and the minimum requirement is for staff to receive refresher training every 3 years. The training is divided into levels:

- **Levels 1 and 2** for staff who have no contact with children in their role or who have limited contact with children and young people under 18 or visit schools or other settings
- **Level 3** for staff who visit family homes, undertake direct work with children and young people and/or have unsupervised contact with them. .

HLT staff may seek advice on any of these issues from the Safeguarding in Education Team on extension 7551.

Key documents and links to websites

[City & Hackney Safeguarding Children Board](#) The key statutory body for agreeing how organisations co-operate to safeguard and promote the welfare of children and young people in the City and Hackney.

London Child Protection Procedures <http://www.londonscb.gov.uk/procedures/>

Working Together to Safeguard Children March 2010 (currently under revision) at <http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00305-2010>

Safeguarding Children and Safer Recruitment in Education 2007
https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf

Statutory guidance on making arrangements to safeguard and promote the welfare of children section 11 of the Children Act 2004 issued in 2007
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-0036-2007>

Please also see 'What to do if you're worried a child is being abused' -Summary 2006
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04320-2006>

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>

Appendix 2

FGM – Female Genital Mutilation

Haggerston School has robust and rigorous safeguarding procedures and takes its child protection responsibilities seriously.

Female Genital Mutilation is child abuse and as such is dealt with under the schools Safeguarding policy. All staff are expected to adhere to and follow this policy.

The UK Government advice and guidance on FGM that states: “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

The World Health Organisation definition of FGM:

Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

(World Health Organisation-1997)

FGM is classified into four major types:

1. **Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
2. **Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
3. **Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. **Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Girls may be at risk during any time of the year. However, there is a possibility that they may be at more risk of FGM during school summer holidays. During this period families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. FGM is practised in the Middle East and 28 African countries. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

Procedures in place to protect girls from FGM:

Haggerston is proactive in protecting and preventing girls being genitally mutilated. However, we recognise that most often FGM is performed upon younger girls i.e. before reaching secondary age. Nevertheless, as part of their wider PSHCE, all students need to know about this practice including those from communities where it is practised. We do this in 4 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff.
3. FGM discussions led by NSCAs (Nominated Safeguarding Children's Advisors) with parents of children from practising communities who are at risk.
4. Comprehensive Sex and Relationship Education delivered to students.

In order to protect our children and young people it is important that key information is known by all of the school community.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating
- A girl may spend long periods of time away from the class during the day with bladder or menstrual problems.

Indications that a child may be at risk of FGM:

- The family comes from a community that is known to practise FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.
- Any girl withdrawn from Personal, Social Health and Citizenship Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

If we have concerns that children in our school community are at risk or have been victims of Female Genital Mutilation then we refer to Hackney Children Social Care. We may;

ASK

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like:

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?

- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM is illegal in the UK even if performed abroad?

This policy will be updated whenever there is a change to any safeguarding legislation or Ofsted inspection practice, or any regulatory body's requirement or recommendation.

Dated: May 2016

Appendix 3 - Prevent

Principles

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The guidance is in keeping with https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, '**Keeping Children Safe in Education' 2015 and our responsibilities with regard to 'The Prevent Duty'** June 2015.

Aims

- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training

Managing Referrals

- To refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Appendix 4 – Children Missing Education

Aims:

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers⁸.

Practice:

Haggerston School will inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)¹⁰.

Appendix 5

Nominated Safeguarding Children Advisors (NSCA)

<p>Assistant Head Teacher</p> <p>Mr N. Taylor-Mullings</p> <p>B008 ext 4576</p>	
<p>SEN / Safeguarding Administrator</p> <p>Ms M. Williams</p> <p>B009 ext 4534</p>	
<p>Assistant Head of Lower School</p> <p>Mr T. Paddy</p> <p>B219 ext 4529</p>	
<p>Assistant Head of Middle School</p> <p>Ms R. Roberts</p> <p>B317 ext 4531</p>	

<p>Assistant Head of Upper School</p> <p>Mr M. Barnett</p> <p>B132 ext 4517</p>	 A portrait of Mr M. Barnett, a Black man with glasses, wearing a grey button-down shirt and a red lanyard.
<p>Sixth Form Co-ordinator</p> <p>Ms S. Tagoe</p> <p>B118 ext 4539</p>	 A portrait of Ms S. Tagoe, a Black woman with her hair pulled back, wearing a black top and a grey cardigan.

Haggerston School

Recording Form for Safeguarding Concerns/Disclosures

Date:	
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Time:	
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Concern:	<input type="checkbox"/>
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Disclosure:	<input type="checkbox"/>
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As soon as form has been completed take to CP Lead or AHoS

Name of student:		D.O.B:		Reg:
Staff member completing form:		Position in school:		
Location of meeting/referral/disclosure:				
Type of concern/disclosure				
Emotional <input type="checkbox"/>	Physical <input type="checkbox"/>	Sexual <input type="checkbox"/>	Neglect <input type="checkbox"/>	
Where did the event take place				
At home <input type="checkbox"/>	At School <input type="checkbox"/>	Outside of School/Home <input type="checkbox"/>	Social Media <input type="checkbox"/>	
Nature of concern/disclosure				
Please include where you were when the child made a disclosure:				
What has happened to the child to make the disclosure?				
Where did it happen?				
When (<i>date and time</i>)?				

How did it happen; Please provide a full and detailed account of the incident that has taken place.
(please use facts and write in the students words)

Was there an injury? Yes No

Did you see it? Yes No

Describe the injury:

Was anyone else with you? Who?

Has this happened before?

When?

Did you report the previous incident?

When?

To whom?

Who are you passing this information to?

Name:

Position:

Your signature:

Action taken by staff member completing concern/disclosure form:

To be completed by Designated Safeguarding Lead or AHoS

Referred to...?

Children's
Social Care

Police

School Nurse

Attendance
Officer

Senco

Parents informed? Yes / No (If No, state reason) _____

Feedback given to...?

School Team

Tutor

Student

Senco

Person who recorded disclosure

Specific Details

Full name:

DSL / AHoS Signature:

Date:

Amended	May 2017
Agreed by the Governing Body	May 2016
Signed by the Chair	Barry O'Brien
Period of review	Every 3 years
Date of review	May 2019