

**EUROPEAN SCHOOL CULHAM
ABINGDON
OX14 3DZ**

Safeguarding and Child Protection Policy

In line with the

**European Schools Document 2007-D-441-en-5 on Child Protection
and**

Oxfordshire County Council and the OSCB guidelines

This policy was adopted on 01 June 2016

The policy is to be reviewed on 01 September 2016

The European School Culham recognises its responsibility for Safeguarding and Child Protection.

1. Introduction

The school management takes seriously its responsibility to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff² have a full and active part to play in protecting our pupils from harm, and that the children's welfare is our paramount concern.

2. General Guidelines

The European School has a pastoral responsibility towards our pupils. Besides this the school has a statutory duty to assist local authority social services departments acting on behalf of children at risk or enquiring into allegations of child abuse. As a school, we are in one of the best positions to recognise early signs of abuse or neglect.

The Director, Leene Soekov, assisted in this task by the Deputy Director, Maeve Mc Carthy, is the designated person to take lead responsibility for dealing with child protection issues and liaising with other agencies where necessary.

Our school provides a safe, caring, positive and stimulating environment free from discrimination or bullying. We promote the social, physical and moral development of the individual child in an environment where children can learn and develop happily.

This policy applies to all staff and volunteers working in our school

3. Aims of this policy:

- To support the child's development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness with all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- To develop and implement a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.

- To ensure that all adults – including visitors - within our school who have access to children have been checked as to their suitability. This includes following correct staff recruitment and selection procedures
- To ensure that all visitors to our school are accompanied by a member of staff at all times
- To ensure that children are equipped with the skills they need to stay safe from abuse (including online abuse), and to know to whom they can turn for help if necessary

4. General Procedures

We will ensure that:

- The management understands and fulfil its safeguarding responsibilities.
- We have Designated Members of staff who have undertaken appropriate training for the role within the past two years. Our Designated staff will update their training with Oxfordshire Local Authority (OLA) approved training every two years. Our designated staff members are; Leene Soekov, Director; Maeve McCarthy, Deputy Director Primary.
- All adults, (including volunteers) new to our school will be made aware of this policy and the procedures for child protection, the name and contact details of the Designated Person and have these explained, as part of their induction into the school.
- All members of staff are provided with opportunities at least every three years to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- Community users organising activities for children, such as CESPAs, ECAs and LECA and the After School Club are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring service) and the OSGES, with the advice and support of the Local Authority Designated Officer (LADO)
- Our procedures will be annually reviewed and up-dated.

5. Procedures for Handling Suspected Cases of Abuse

5.1. Always **stop and listen** straight away to someone who wants to tell you about incidents or suspicions of abuse. Do not show shock or disbelief but take what is said seriously.

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Assure the child or young person that only those who need to know will be told. Reassure the young person that they were right to tell you.

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the questions open e.g. 'is there anything else you want to say?'

Do not criticize the alleged perpetrator; the student may have affection for him/her.

Explain what you will do next, that you will inform the designated member of staff and will keep in contact. With the student

5.2 Record

If possible, make brief notes about what the student is actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.
(Use 'Record of Concern' form available on Learning Gateway)

5.3 Report

Report the incident to the designated person (unless they are themselves accused or suspected of abuse) and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

5.4 Record Keeping

The designated persons for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. – See Annex.

Never think abuse is impossible.

6. Responsibilities

Staff in European School Culham will follow the school's Safeguarding Policy and the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at www.OSCB.org.uk).

6.1 Responsibilities of All Staff:

- Be aware of the Child Protection Policy of the school;

- Be aware of the procedure to be followed in case of concerns or suspicions of child abuse or neglect
- Be aware of best practice in relationships with children;
- Participate in the training provided by the school on child protection issues

6.2 Responsibilities of Director and Deputy Directors

- Ensure that the school has a Child Protection Policy and procedures in place that are in accordance with locally agreed inter-agency procedures
- Ensure the school has procedures for dealing with allegations of abuse against members of staff that comply with locally agreed procedures and national guidance.
- Ensure the school's Child Protection Policy is updated and reviewed annually.
- Ensure any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- Ensure the Child Protection Policy is made available on the school website
- Where children leave the school, ensure any child protection file is copied for the new establishment as soon as possible.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Ensure each member of staff has access to and understands the school's Child Protection Policy especially new or part-time staff who may work with different educational systems.
- Ensure all staff have induction and refresher training covering child protection.
- Keep detailed, accurate, written records of referrals/concerns even if there is no need to make an immediate referral. See guidance on record keeping: Annex
- Ensure that all such records are kept confidentially and securely
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Common Assessment Framework (CAF), and provides a report which has been shared with the parents.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.

- Ensure the Designated Members of Staff keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Oxfordshire Safeguarding Children Board, or the Schools Safeguarding Team.
- Ensure that all staff, and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that any procedures relating to the conduct of staff are implemented in a consistent and equitable manner
- Ensure that a member of all interview panels is Safer Recruitment Trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks.

6.3 Responsibilities of Parents

- Be aware of the Child Protection Policy of the school;
- Be aware of the school's procedure to be followed in case of concerns or suspicions of child abuse or neglect
- Collaborate with the school;
- Be aware of best practice in relationships with children.

7. Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Designated Person will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with the Designated Members of Staff and subsequently other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point.
- We will take no names consultations with our local Assessment Teams to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral

8. Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child/young person attending the school is staying with a host family.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

9. Supporting Our Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, staff representative and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted 'Behaviour Guidelines for Staff and Volunteers'. This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the Local Authority.

10. Allegations against staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults or in a room with a vision panel.
- We understand that a child or 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 Designated Person(s).
- The Designated Person(s) will investigate the allegations further and when deemed necessary will discuss the content of the allegation with the Local Authority Designated Officer and OSGES. (LADO
- If the allegation made to a member of staff concerns the Director, the person receiving the allegation will immediately inform the Head of Human Resources at the OSGES who may discuss the content of the allegation with the LADO.

The school will follow procedures for managing allegations against staff, giving consideration to the following three strands:

- Enquiries and assessment as to whether the child is need of protection or in need of services;
 - Consideration of disciplinary action in respect of the individual.
 - The police investigation of a possible criminal offence;
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- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the OSGES and the LADO in making this decision.

11. Whistleblowing

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues with the Designated Person(s). We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

12. Categories of Abuse

12.1 The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	<u>Possible Indicators</u>
<p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at school; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.</p>
<p>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 fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – e.g. thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night Fear of undressing for PE</p>
<p>Emotional Abuse 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 conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<p>Rejection Isolation child being blamed for actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld.</p>

12.2 Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterized in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

Key facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice when dealing with CSE– Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice when dealing with CSE – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

References

Keeping children safe in education, July 2015

Working together to safeguard children, March 2015

Oxfordshire Websites

<http://schools.oxfordshire.gov.uk/cms/content/safeguarding>

<http://www.oscb.org.uk>

- “Framework for the Assessment of Children in Need and their Families” 2000
-
- “What to do if you are worried a Child is being Abused” 2015 ‘ -

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Safeguarding Children and Safer Recruitment in Education
- <https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. March 2009

Annex 1 Contacts and Information

Designated Safeguarding Leads:

Leene Soekov, Director

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Maeve Mc Carthy, Deputy Director

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The Oxfordshire Safeguarding Children Board Procedures Manual is available online. It is frequently updated - <http://oxfordshirescb.proceduresonline.com/>

Statutory Reference documents

Keeping children safe in education, July 2015

Working together to safeguard children, March 2015

Oxfordshire Websites

Annex 2

Behaviour Guidelines for Staff and Volunteers

DO NOT:

- use your own or a student's personal email address in email exchanges with him / her
- use your position to gain access to information for your own advantage or another's detriment
- intimidate, threaten, coerce or undermine anyone
- engage in any sexual activity (even consensual) with a student who is attending ESC
- play games or have physical contact that is inappropriate
- jump to conclusions about people's behaviour without checking facts
- investigate any allegations by yourself
- make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
- create a personal relationship with a student where one does not already exist
- give **any** personal details about yourself or others, to a student unless you have agreed this with a senior member of staff
- allow any student to access any of your personal accounts on social networking sites
- rely on your good name to protect you - it may not be enough
- believe that an allegation could not be made against you, it could

DO:

- report all health & safety issues without delay
- keep students safe and protect them from physical and emotional harm
- look after yourself
- treat **everyone** with respect
- provide a positive example you wish others to follow
- work with another appropriate adult in all planned activities whenever possible
- make sure you are seen and/or heard by others if working alone with a student
- respect people's right to personal privacy
- create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying
- report any gifts you receive & ensure they are not of significant value or intention
- give gifts to students **only** as part of an agreed reward system

**Remember: someone may misinterpret your actions, however well intentioned. Ask yourself
are my actions fair, reasonable, warranted, proportionate, measured,
safe and applied equally?**

Annex 3

Keeping Child Protection Records

The purpose of this annex is to provide guidance on record keeping and to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries in the UK as a problem area that requires attention from all agencies.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

This annex seeks to answer the following questions:

What kind of information should be recorded?

How should notes and reports be made?

Where should child protection information be kept?

Who should have access to child protection information?

What should happen to the information when a child leaves the school?

How should information be shared with other schools/agencies?

How long are child protection records kept by schools?

At the end of this guidance is a template 'Record of Concern' form which may be used as a method of recording.

How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand written, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed—→ names, dates, times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted Leene SOE and she said she would...')

Try to avoid specialist jargon which someone from another agency would not necessarily understand.

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour

- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

The European School will:

- Make reports available to the child's parents prior to the Child Protection Conference **unless to do so would place the child at risk of significant harm**
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

Where should child protection information be kept?

The child protection file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Director's office. Files on extended family members should be kept together and cross-referenced.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they need to see the child protection file.

Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance on this from Barry Armstrong, Local Authority Designated

Officer – Oxfordshire County Council (Tel: 01865 815956) and OSGES

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the receiving college. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no Further Education place identified, the file should be retained at the school until the child's 24th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the persons normal retirement age or 10 years from the date of the allegation if that's longer.

Sharing Information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent **under separate cover to the school file**, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

What kind of information should be recorded?

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- factual
- using a child's own words where possible
- a record of what you **saw** and **heard**

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made, a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored.

Date, time and sign the note. Print your name alongside your signature.

Pass the note to the designated person. You may keep a copy in a secure place.

Monitor the child and record observations as factually as possible.

Record of Concern

Name of child	Class
Date	
Nature of Concern What prompted this record? (Please include dates, times, incidents, behaviours)	
Background Information that could explain child's behaviour	
Does the concern fall into one of the following categories?	
Neglect <input type="checkbox"/>	Sexual Abuse <input type="checkbox"/>
Physical Abuse <input type="checkbox"/>	Emotional Abuse <input type="checkbox"/>
Signed _____ (Member of staff)	Signed _____ (Designated member of staff for children protection)
Has this information been passed to any other agencies? (Please give details) If not, please record reasons why	