

## Eastbourne College Safeguarding and Child Protection Policy

The school's first priority at all times is to safeguard and promote the welfare of children.

### 1. GENERAL PRINCIPLES

- 1.1. Eastbourne College exists to provide the best possible education for boys and girls in a safe and supportive environment. It is a community rather than an institution, where the welfare of the child is paramount. We recognise our moral and statutory responsibility to provide a safe and welcoming environment where children are respected and valued. All children and young people at the College have a right to protection from neglect and abuse, regardless of age, gender, ability, culture, race, religion, language or sexual identity. We are alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The School is an independent school and a registered charity. As such, it is a private self-regulating community which is entitled to act in accordance with its own policies and procedures, subject always to the general law.

- 1.2. The School's first priority at all times is the safeguarding and welfare of pupils, in the context that the Governors, teachers and other employees owe a range of duties, such as:
- To pupils, under statutory obligations and in tort
  - To privately paying parents in contract and tort
  - To its staff under employment legislation
  - To the School's insurers
  - Under charity law and to the Charity Commission under the terms of its charitable purposes
  - A large range of compliance obligations under the general criminal and civil law, for instance the Data Protection Acts 1984 and 1998, Human Rights Act 1998.
- 1.3. The School is subject to statutory provision of care. Section 157 of the Education Act 2002 requires governors and proprietors of independent schools to have arrangements in place to safeguard and promote the welfare of children who are pupils at the school. In addition the Children Act 2004, Every Child Matters, and the Children Act 1989 states that independent schools that provide accommodation for children have a duty to safeguard and promote their welfare. In addition to the regular inspections of its care provision by OFSTED all professionals working in the education sector have a duty to ensure that Local Safeguarding Children Board procedures are followed.
- 1.4. Sometimes the duties of Governors or staff may conflict. In particular, their duties:

- to ensure that any child protection investigation is carried out effectively,
  - as employer to raise any alleged misconduct with the employee as soon as possible and in sufficient detail to enable him/her to understand the allegation, take informed legal advice and prepare any defence;
  - of confidentiality to each pupil and his/her parents, particularly where the allegation of abuse appears to be based on very tenuous evidence, if any;
  - as charity trustees to preserve the assets of the School so that it continues in existence to fulfil the purposes for which it was established.
- 1.5. The School will act to safeguard its reputation and its financial and other interests whenever this is consistent with safeguarding and promoting the welfare of pupils in its care.
- 1.6. The Principles that make up this Policy apply to each member of staff and, where appropriate, to pupils and parents. Everyone has the responsibility for the protection of children and young people.

## 2. TERMINOLOGY

**Safeguarding** refers to the process of protecting children from neglect or abuse, preventing impairment of health or development, and ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working on behalf of the school, full or part time, in either paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

## 3. GOOD PRACTICE

- 3.1 To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking a pupil's permission before doing anything for them of a physical nature, such as, physical support during games or administering first aid

- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

### **3.2 Abuse of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **3.3 Concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Head. Complaints about the Head should be reported to the Chair of governors.

### **3.4 Complaint**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **3.5 Staff who are subject to an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Head. Allegations against the Head should be reported to the Chair of governors.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67). A copy of this is available in the Deputy Head's office.

### 3.6 Safer recruitment

The College endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20-54).

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority
- be interviewed by at least one person who has undertaken the Safer Recruitment in Education training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All new staff sign to confirm they have received a copy of the child protection policy.

## 4. ABUSE

4.1 The School will initiate the Child Protection Procedures where:

- there has been actual or alleged abuse...
- relating to a pupil at the School (or, where appropriate, a former pupil)...
- allegedly committed by any person, including another pupil, a parent, carer, relative or friend or a member of staff...
- whether on or off school premises, and whether during term time or holidays.

4.2. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse can include physical, emotional, and sexual acts.

### 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 fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's

Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **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 conveying to children that they are worthless or unloved, inadequate or valued only for meeting 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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **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 (for example, 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, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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..

( All definitions taken from Working Together to Safeguard Children, March 2010)

#### 4.3. Possible signs of abuse include (but are not limited to):

- The pupil says he/she has been abused
- There is no reasonable or consistent explanation for injuries
- The injury is unusual in kind or location
- There have been a number of injuries
- There is a pattern to the injuries
- The pupil's behaviour stands out from the group, which can mean extreme model behaviour as well as extremely challenging or reckless behaviour
- The pupil's development is delayed
- The pupil loses or gains weight
- There is a sudden change in the pupil

- The pupil is openly rejected by his/her parents or carers
- The pupil appears neglected e.g dirty, hungry, inadequately clothed
- The pupil is reluctant to go home.

## 5. PRIOR HISTORY OF ABUSE

- 5.1. Some pupils may have been abused before they came to the School, which makes it all the more important to ensure that they are protected from abuse whilst they are in our care. They may have been afraid to report what happened to them before, or they may have reported but were not believed. The School is particularly aware that sometimes these pupils are more vulnerable to further abuse than those who have never been victims in the past.
- 5.2. The previous experiences of these pupils will also contribute to their current emotional and behavioural difficulties. They will often exhibit extremely challenging behaviour which may take the form of attention seeking and disruption. Most of our pupils are 'street wise' and well aware of that allegation of child abuse will be taken very seriously and may have lasting consequences for individual members of staff and for the School. Where a pupil feels frustrated or angry and lacks the skills or willingness to express him/herself more appropriately, s/he may be tempted to make a false allegation of abuse.

## 6. ACTION TO BE TAKEN IN CASES OF ABUSE

- 6.1 All staff have a duty to be vigilant to the indicators of abuse and to refer concerns to the DSP. The abuse of children and young people is a crime.
- Key points to remember for taking action are:
- in an emergency take the action necessary to help the child, for example, call 999
  - report your concern to the DSP by the end of the day
  - do not start your own investigation
  - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
  - complete a record of concern
  - seek support for yourself if you are distressed.
- 6.2. There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

- 6.3 The College should make a referral within 24 hours (in writing or with a written acknowledgement of a telephoned referral) of allegations or suspicions of abuse to the LSCB
- 6.4 The School and/or outside agencies (as appropriate) will carry out a full and prompt investigation. There are three strands to the investigation:
- The welfare of the pupil
  - Whether a criminal offence has been committed
  - Whether any member of staff is guilty of misconduct under his/her contract of employment.
- 6.5 If the allegation is against a member of staff and/or is sexual in nature then the member of staff may be suspended pending further investigations.
- 6.6 Those members of staff disclosing information regarding abuse by colleagues towards pupils will be protected under the College's Whistleblowing policy.
- 6.7 Those with parental responsibility for the pupil e.g. parents, guardians or the local authority (if in care) are normally:
- Kept fully informed about the investigation;
  - Advised of their option to contact social service or the police themselves;
  - Consulted for their views about the action to be taken by the School.
- This will not apply to a person with parental responsibility against whom the allegation of abuse has been made.
- 6.8 The School aims to do all it can to establish a basis of easy co-operation with the relevant authorities in any child protection matter. However, the School has the right at any time to:
- Respond to enquiries from the media about the progress of a child protection investigation, subject to the School's duties of confidentiality;
  - Continue to deal with any educational and civil matters, such as outstanding fees.

## 7. IF A PUPIL DISCLOSES TO YOU

- 7.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.
- 7.2 If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want

to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

7.3 During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

## 8. RECORD KEEPING

8.1 Record keeping is an important element of the child protection process and the College has a clear policy regarding the making and keeping of notes and records. In addition staff should be aware of the requirement to record:

- The reason for the concern
- What was said or witnessed
- Dates and times of incidents
- Date and time when notes were made

Notes should be passed to the DSP who will keep all child protection records in a locked cabinet. Such records form evidence and may be used in the child protection investigation and any subsequent legal proceedings.

## 9. KEY PERSONNEL

**Designated Senior Person**

Mark Turnbull, Deputy Head: 07506 692799

**Deputy Designated Senior Person**

Mrs Gwen Taylor-Hall 07714286390

**Nominated Child Protection Governor**

Dr. Robert McNeilly 07881610075

**Headmaster**

Simon Davies 07876712184

9.1. The Designated Senior Person (DSP) :

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on,
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

9.2 The deputy DSP is appropriately trained and, in the absence of the DSP, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSP, the deputy will assume all of the functions above.

9.3 The governing body ensures that the school has:

- a DSP who is a member of the senior leadership team and who has undertaken training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head
- safer recruitment procedures that include the requirement for appropriate checks

- a training strategy that ensures all staff, including the Head, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

9.4 The governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

9.5 The Head:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum.

## 10. INTERNAL INVESTIGATION

10.1. When responding to an allegation of child abuse, the School will act at all times in the spirit and ethos of current and developing child protection guidelines and best practice.

10.2. The School will act in accordance with specific national and/or local procedures unless these would place the School, its Governors, the Deputy Head or the Head unnecessarily into conflict with any of their other relevant duties.

10.3. Primarily, this means that the School will undertake its own investigation of an allegation of possible child abuse where:

- The allegation, if proved, would not amount to a serious criminal offence; or
- Outside agencies have already carried out their own initial investigation and the matter has been passed to the CPS with a view to prosecution.

10.4. The Deputy Head, in consultation with the Head is normally the person responsible for carrying out any child protection investigation, and for making relevant decisions. However, where an allegation is made against the Head or the Deputy Head, the by one of the Governors.

10.5. Among the many possible outcomes of an internal investigation are:

- The matter will be referred to an outside agency, such as social services or the police;
- There is no or insufficient evidence to justify proceeding further;

- There has been misconduct and/or poor performance by a member of staff, involving the School's disciplinary or capability procedures or, in a serious case, leading to dismissal and/or a formal misconduct report.

## **11. CONFIDENTIALITY**

- 11.1 Staff cannot keep confidential a disclosure of abuse and must refer the matter on to the DSP.
- 11.2 All referrals should be made with the knowledge that during any subsequent investigation the source will be made known to the family.
- 11.3 Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once after a referral has been made. Information should only be shared on a strict need to know basis.

## **12. WORKING WITH OUTSIDE AGENCIES**

- 12.1 The school will work in partnership with Social Services and Police and other LSCB member agencies, sharing appropriate information to assist the investigative process. The college will contribute to any subsequent care plan.

## **13. e-SAFETY**

- 13.1 Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 13.2 Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites during the school day. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites in the evening and we have included e-safety within our curriculum, as well as invited speakers to the College so that parents and pupils understand the possible risks.
- 13.3 Staff should not, by rule, give their personal mobile number to any pupil. In certain circumstances there might be a need for pupils to have access to a number, for example emergency contact during a trip, Hsm contacting pupils in their house etc. In these circumstances the content of the message should be purely business and any reply from the member of staff or pupil should be a short and simple answer. There

should be no situation when dialogue is needed and there should never be any need for personal information to be exchanged. If a member of staff receives a text from a pupil they should always protect themselves and pass on to the DSP if the message has not been asked for or if it could be interpreted as more of a personal nature.

- 13.4 Staff should not accept current pupils as friends on their facebook or seek to contact them through other social networking sites.

## 10. OTHER POLICIES

- 10.1 The school will have regard to child protection guidance when developing other policies, in particular:

- Staff recruitment and training
- Code of Behaviour
- Curriculum; PSHE, Sex Education.
- ICT AUP
- Mobile Phone Policy

### ***Local Agency contact numbers:***

LEA Lead Officer: Richard Munro:	01272 481588
Child protection Register:	01323 466606
Out of hours	01273 819179
Police	0845 6070999

### ***Further reading:***

Working together to Safeguard Children ( DFES, March 2010)  
The Children Act 1989  
The Assessment Framework (DOH, DFES, HO 2000)  
What to do if you are worried a child is being abused (DOH, DFES, HO 2006)  
DfES Circular Safeguarding Children and Safer Recruitment in Education (2006)  
LSCB Child Protection and Safeguarding Procedures(2006)

Last updated: June 11 MMT

Next review: June 12

## Visiting staff child protection information leaflet

WELCOME to Eastbourne College

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### School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

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### Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality and to disabled children.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP): Mark Turnbull or a senior member of staff before you leave the College campus.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

### Confirmation of receipt of child protection policy

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Name:

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Date of joining Eastbourne College:

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Post::

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Date of induction:

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Name and designation of staff member responsible for induction:

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I confirm that I have received and read the school safeguarding and child protection policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a pupil has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to MMT:

### **School welfare concern form**

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Use this form to record any concern about a pupil's welfare and give it to the designated senior person for safeguarding and child protection (MMT):

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Pupil's full name

Date of this record

Why are you concerned about this pupil?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the designated person

Are the parents aware of your concern?       Yes     No

Your name and designation

Signature \_\_\_\_\_

Have you spoken to the pupil?     Yes     No

What did they say? Use the pupil's own words

Have you spoken to anyone else about your concern?     Yes     No

Who?

Is this the first time you have been concerned about this pupil?     Yes     No

Further details

## Child protection record of concern Eastbourne College

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### Pupil's details

Full name

Address

Telephone

Date of birth

When was the pupil first admitted to this school?

Ethnicity and culture

Religion

Does the pupil have any disability or special educational need?  Yes  No

Please specify

Preferred language of pupil

Is any type of language support required to converse with the pupil?  Yes  No

Please specify

Does the pupil know this form has been completed?     Yes     No  
If not, why not?

If yes, what did the pupil say?

**Details of those with parental responsibility**

Name(s)

Address

Telephone

Relationship to pupil

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

How does this disability or special need affect the pupil?

Details of any siblings

Does the pupil regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?

Has a Common Assessment Framework (CAF) been completed for this pupil?  Yes  No

Please give date and reason for the CAF

**Why are you concerned about this pupil?**

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself

What have you observed and when?  
(This relates to anything you have personally witnessed)

What have you been told and when?  
(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?  
(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

**Your details**

Full name

Position

If you are not a member of the school staff please provide details of your school, agency or service together with a contact telephone number.

Do those with parental responsibility know this form has been completed?  Yes

No

If not, why not?

If yes, what did they say?

**NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the pupil at risk. Speak to the DSP first.**

Does the pupil have any visible injury, or have they told you they have been injured?

Yes  No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the DSP please explain why

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_

Hand this form to the designated person before you go home. If the DSP is unavailable, hand it to their deputy, the Head or your line manager.

If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the DSP to complete the information.